BENGAL SECRETARIAT LIBRARY

REPORT

OF THE

COMMITTEE

APPOINTED TO EXAMINE

THE

TEXT BOOKS

IN USE IN

INDIAN SCHOOLS.

WITH APPENDICES.

CALCUTTA:

PRINTED AT THE HOME SECRETARIAT PRESS

1878.

CONTENTS.

		Pages
	LETTER FROM E LETHBRIDGE, ESQ, M A, TO HOME DEPARTMENT	5—6
	REPORT OF THE COMMITTEE APPOINTED TO EXAMINE THE TEXT-BOOKS IN USE IN INDIAN SCHOOLS	7—21
	MEMORANDUM ON THE COMMITTEE'S REPORT BY COLONEL R M MACDONALD	22—24
	MEMORANDUM ON THE COMMITTEE'S REPORT BY R G OXENHAM, ESQ	25—31
	MEMORANDUM ON THE COMMITTEE'S REPORT BY THE HON BLE RAI KRISTO DAS PAL, BAHADOOR	32—37
APPENDIX	I —NOTE BY THE HON'BLE SIR EDWARD BAYLEY, K C. S. I.	41—45
APPENDIX	II —NOTE BY COLONEL R M MACDONALD	46—51
APPENDIX	III —NOTE BY R GRIFFITH, ESQ	52—54
APPENDIX	IV.—NOTE BY R G. OXENHAM, ESQ	55—56
APPENDIX	V —NOTE BY THE HON'BLE RAI KRISTO DAS PAL, BAHADOOR	57—67
APPENDIX	VI —NOTE BY RAO SAHEB NARAIN BHAI DANDEKAR	68—77
APPENDIX	VII —NOTE BY C. H TAWNEY, ESQ.	78
APPENDIX	VIII —NOTE BY E LETHBRIDGE, ESQ, M A	79—83
APPENDIX	IX —PAPERS SUBMITTED BY DR G. W. LEITNER, M A —	
	(1) Analysis of the Resolution convening the Text-Book Committee and proposals to carry it into effect	84—91
	(2) } Summary of the recommendations of the Punjab Committee on text-books	
	(3) } of 1873, and of the manner in and extent to which they have been carried out in 1877	92—93
	(4) Classification of Schools in the Punjab	94—98
	(5.) The Roman *versus* the Indian Alphabets and Methods of Transliteration	99—101
	(6) Muhammadan authorities on Pictorial Representations	102—106
	(7.) Programme of Vernacular Agricultural Journal	107—108
	(8) Criticism of Urdu Primers	108—109
	(9) Criticism of Persian Primers	110
	(10) } Review of Sanskrit and Hindi text-books by Pandit Guru Parshad	117—122
	(11) }	
	(12) List of books in the Gurmukhi characters	123—129
	(13.) A scheme of studies for Punjab Schools, by Lala Mulraj	111—116
	(14.) Report on the re-organization of the Oriental College and School, Lahore	130—135
	(15) Rough outline of suggestions to carry out the educational project of Lord Lytton, dated 12th January 1877	136—137
	(16.) Suggestion by Dr Leitner on some of the points referred to at the Simla Text-Book Committee	
	(a) Transliteration	138
	(b.) The projected series of Legal and Political books	
	(c) The existing Educational Systems	
	(d) Arabic, Persian and Sanskrit editions	
	(e) An English Literature for India	139
	(f) Methods of Teaching	140
	(g) Native Army Schools	
	(h.) Examinations	141
	(i.) Text-books	
	(j) Translation into Urdu	
	(k.) Normal Schools, Technical Schools, Female Schools, &c	142
	(l) The proposed Treatise on the Laws of Health	
	(m.) The study of the English Language	
	(n) The Simla Text-Book Committee	143
	(17.) A Catechism of Methods of Teaching	144—161
	(18.) Report on Vernacular Law Books	162—165
	(19) A Report of certain Law classes and the study of Law generally	166—176
APPENDIX	X —MINUTES OF THE MEETINGS OF THE TEXT-BOOKS COMMITTEE FROM 17TH MAY TO 30TH JUNE 1877	177—187
APPENDIX	XI —REPORTS OF THE LOCAL COMMITTEES	188—338
APPENDIX	XII.—RESOLUTION OF THE HOME DEPARTMENT DIRECTING THE FORMATION OF PROVINCIAL COMMITTEES FOR REVISING THE TEXT-BOOKS	339—340
APPENDIX	XIII.—RESOLUTION OF THE HOME DEPARTMENT APPOINTING A GENERAL COMMITTEE TO BE ASSEMBLED AT SIMLA FOR THE REVISION OF TEXT-BOOKS	341—342

No. 32.

FROM

E. LETHBRIDGE, ESQ., M. A.,

Secretary to the Text-books Committee.

To

THE OFFG. SECY. TO THE GOVT. OF INDIA,
HOME DEPARTMENT.

DATED SIMLA, THE 10TH OCTOBER 1877.

SIR,

1. Memorandum on the Committee's Report by Colonel Macdonald.
2. Ditto ditto by R. G. Oxenham, Esq.
3. Ditto ditto by the Hon'ble Rai Kristo Das Pal, Bahadur.
4. Appendix I.—Note by the Hon'ble Sir Edward Bayley, K. C. S. I.
5. Appendix II.—Note by Colonel Macdonald.
6. Appendix III.—Note by R. Griffith, Esq.
7. Appendix IV.—Note by R. G. Oxenham, Esq.
8. Appendix V.—Note by the Hon'ble Rai Kristo Das Pal, Bahadur.
9. Appendix VI.—Note by Rao Saheb Narain Bhai Dandekar.
10. Appendix VII.—Note by C. H. Tawney, Esq.
11. Appendix VIII.—Note by E. Lethbridge, Esq.
12. Appendix IX. Note by Dr. G. W. Leitner, M. A., and other documents submitted by him—1 to 18.
13. Appendix X.—Minutes of the Meetings of the Text-books Committee from 17th May to 30th June.
14. Appendix XI.—Reports of the local Committees.
15. Appendix XII.—Resolutions of the Home Department Nos. 143 to 152, dated 29th March 1873, directing the formation of provincial committees for revising the text-books.
16. Appendix XIII.—Resolution of the Home Department No. 101, dated 23rd April 1877, appointing a General Committee to be assembled at Simla for the revision of text-books.

I HAVE the honour to submit herewith the Report of the Text-books Committee appointed under the orders of Government dated 23rd April 1877, together with the illustrative documents enumerated in the margin.

I have the honour to be,

SIR,

Your most obedient servant.

E. LETHBRIDGE,

Secretary to the Text-books Committee.

REPORT

OF THE

COMMITTEE APPOINTED TO EXAMINE THE TEXT-BOOKS IN USE IN INDIAN SCHOOLS.

1. We, the undersigned President and Members of the Text-books Committee appointed under the orders of the Government of India in the Home Department dated April 23rd, 1877, have the honour to submit the following report as the result of our enquiries and deliberations.

2. As soon as this Committee assembled at Simla in May last it became necessary for us to decide whether we ought to consider the text-books prescribed by the Indian Universities. After some discussion we came to the conclusion that the resolution of Government, by which we were convened, did not empower us to review the scheme of studies prescribed by those bodies. The resolution summoning the present Committee orders us to consider the provincial reports in detail, and these reports deal almost exclusively with the books read in schools Some provincial Committees have indeed made remarks upon text-books prescribed by the Universities, but it is clear that in so doing they have exceeded the instructions given them in the Home Department Resolution dated 29th March 1873, under which they were constituted. Besides, the Indian Universities, as by law established, have "full powers to make and alter bye-laws and regulations touching the qualifications of the candidates for degrees, and the previous course of instruction to be followed by them, and the preliminary examinations to be submitted to by them". For these reasons we were of opinion that we could not becomingly enter upon the criticism of University studies. We accordingly resolved that our duty was to consider the text-books used and the methods of instruction followed in Indian schools, carefully avoiding any encroachment upon the province of the Universities.

3. After laying down this principle we proceeded to the consideration of the provincial reports in detail.

The opinions of the provincial Committees with regard to English text-books were first considered; and then we proceeded to examine the criticisms of the provincial Committees on vernacular text-books.

4. The opinions of the various provincial Committees on English text-books may be thus summarized:

Histories.—Four Committees are dissatisfied with the existing Histories of India, and recommend the preparation of a new one. Other Committees seem to be satisfied with Lethbridge's *History of India*, which is the text-book for the Entrance Examination of the University of Calcutta. Collier's *British Empire*, which is also a text-book of the same University, is approved by Bengal and Madras. The Bombay Committee consider Smith's series to be the best in the absence of a series written for Indian students. The Mysore Committee approved the same series. The Bengal Committee give a faint approval to Mrs. Markhan's and Little Author's Histories of England for junior students. On the whole, the balance of opinion seems to

be that, though Lethbridge's *History of India* is very useful, a new one might also with advantage be prepared; and that for histories of other countries our Indian schools might safely rely upon the efforts of English authors.

Geographies.—The geographies of Anderson, Clyde, Blochmann, Peary Churn Sircar and Peary Lall Shome received qualified commendation. Duncan's is recommended for Madras if revised.

English Readers and Grammars.—Of the English Readers in use, when the local Committees reported, no one series was altogether approved. There appeared to be no easy grammar for Native students beginning the study of English.

Mathematical and Physical Science text-books.—Barnard Smith's Arithmetic appeared to be more generally approved than any other, the only defect noticed being the want of Indian tables of weight and measure. These tables have been added to the later editions. A similar remark may be made upon Todhunter's Algebra; subsequent editions containing Indian examples, the want of which was the only defect noticed in this work, which otherwise was generally approved. Todhunter and Pott's editions of Euclid were approved. In the Punjab the introduction of Huxley's Science Primers was recommended. On the whole, there seems to be no demand for new works to teach Arithmetic, Algebra or Euclid.

5. With regard to vernacular text-books, the Committee considered that the proposals of the local Committees should be examined and reported upon for each Province separately, since it did not appear possible to adopt the system followed in the case of English text-books where it was found that several local Committees had reported on the same books, and this Committee therefore was enabled to compare the local reports upon English text-books in each subject, and thus to observe, as is done above, that certain books are generally approved. No such general approval could be found in the case of vernacular books, each language possessing its own series.

In Bengal the local Committee report that "no school course has been authoritatively laid down by Government: the authorities of every school, Government, aided or unaided, choose their own books". The Committee subsequently submitted a catalogue of Bengali books specifying those which it approved, and also those of which it definitely disapproved and the disallowance of which it recommended.

In Madras the local Committee appear to consider the existing vernacular text-books unsatisfactory, and recommend in most cases a revision; and as to grammar that new books should be written. Only one grammar, that for advanced students of Tamil, is commended. The Telugu Sub-Committee recommend that accurate English versions of all vernacular books used in Government schools should be printed and circulated.

In Mysore the local Committee suggest a conference of delegates from Madras, Bombay and Mysore to consider the expediency of introducing a general series of Kanarese text-books. The recommendation of the Madras Committee as to Telugu and Tamil grammars is approved; existing Kanarese grammars seem satisfactory. Generally the Committee recommend the revision of existing reading books in the several vernacular languages reported on, and suggest the preparation of a new history and a new geography for Mysore schools. These books to be written in English and translated into the vernaculars.

In Bombay the local Committee approve of the existing Marathi and Guzerathi series, specially the latter, upon the model of which a new Sindhi series was then being prepared. The Kanarese series is said to require revision. As to grammar there appeared to be only two (and those both rudimentary) which were approved—Hope's Guzerathi Grammar and Dadoba Pandusay's Rudimentary Marathi Grammar. No satisfactory vernacular histories or geographies appear to have been in existence. Certain vernacular works in Guzerathi were objected to as indecent and immoral, but these do not seem to have been school text-books. The same remark applies to the Marathi books commended under the head of Provincial literature; they do not seem to be used in schools.

The Central Provinces and the Berars depend upon the larger Provinces for their text-books; but a separate series was recommended for the Marathi-speaking districts of the Central Provinces.

In the North-Western Provinces, at the date of the Committee's report, no graduated series of Hindi or Urdu reading-books was in use, and the books used as readers were not altogether satisfactory. Objections were taken to existing historical and geographical text-books, and to the vernacular grammars.

In Oudh the existing vernacular text-books were said to be for the most part suitable; certain changes, however, were recommended, which the local Committee believed might be effected by the selection of suitable men to write new or revise existing text-books.

In the Punjab the local Committee seemed to be of opinion that the existing Persian reading-books, with some minor revisions which were suggested, were satisfactory. A Persian Grammar was said to be a desideratum; cheap expurgated editions of the Gulistan and Bostan were recommended to be prepared. The Urdu series of reading-books in use was not altogether approved, and the preparation of an Urdu History and Geography was recommended. The Urdu Algebra then in use was condemned; the Urdu adaptation of Barnard Smith's Arithmetic was on the whole approved; and the translation of Euclid in use was said to be good but deficient in deductions and analysis. The Arabic books in use were generally approved; also were the Hindi books as far as they went, but the preparation of additional books was recommended. It was suggested that when new works on geography and mensuration have been adapted to Urdu schools, they might be translated for use in Hindi schools.

For British Burma a new series was in course of preparation at the date of the local Committee's report; the object of this series was stated to be "to teach English side by side with the vernacular".

6. Having considered the provincial reports—which, for convenience of reference, are appended to this report—the Committee proceeded, in accordance with the Government resolution, to "ascertain how far the reports have been locally carried into effect, with what success, and how far their operation may usefully be extended".

7. The Committee after examining the proceedings of the several Local Governments in the Educational Department supplied to them by the Home Office, and having been favoured with notes by the Directors of Public Instruction of Madras, the Punjab, Bombay, the North-West Provinces and the Berars, and by the Inspector General of Education, Central Provinces of India, find that—

In Bengal a Committee was appointed by Government Resolution No. 2433, dated Calcutta, 13th August 1875, the operative paragraph of which runs thus—

"The Lieutenant-Governor is accordingly pleased to appoint the gentlemen named in the margin to be the President and Members of the Central Committee for the examination of educational text-books for the minor and vernacular scholarship course. These gentlemen will be requested to draw up a list of all works on the subjects prescribed in the curriculum for these scholarships, which in their judgment possess sufficient merit to justify their inclusion in the list. Copies of the list will then be sent to all district Committees, and it will be for each Committee to decide what particular works, out of the whole number on the list, shall be adopted as the basis of the scholarship examinations in that district.....Arrangements will be made for periodical revisions of the central list, so as to include in it all useful educational works which may hereafter be produced."

Rajah Jotendro Mohun Tagore...*President.*
Babu Rajendralala Mittra, } *Members.*
Babu Bhudeb Mookerjee, }
Mr. A. W. Garrett, }

The Committee so appointed has, we understand, been continued as a Standing Committee which up to the present time determines the text-books used in the schools of Bengal to the extent and in the manner laid down by the resolution above-quoted.

In Madras a new series of English and Vernacular text-books has been commenced, authors and editors being appointed by the Local Government. Some of these books are finished and others are soon expected. The Local Government in directing the preparation of this series observes that (Madras Government Resolution 3rd October 1874, No. 338) "it would be unadvisable to delay action in this matter with the sole view of endeavouring to obtain uniformity throughout the whole of India".

Dr. W. W. Hunter has been requested by the Madras Government to undertake to write a new History of India, and it seems probable that the necessary arrangements will be soon concluded.

In Bombay one book in the English series has been revised since the date of the local Committee's report—an Anglo-Marathi Primer; and an elementary geography has been written. Several revised editions of vernacular text-books have been issued, but vernacular histories seem still to be required. We are informed that there is already in Bombay a vernacular Committee, to which most books for which patronage is asked are referred for opinion and report; but text-books have been in several cases introduced without reference to this Committee.

In the Central Provinces Howard's series of English Readers has been discontinued except the Primer; and after all the English Readers in general use in India had been collected and examined, it was resolved to adopt a series described as Nelson's Royal Readers which are very highly commended by the Inspector General. The vernacular text-books objected to by the local Committee have been revised or are in process of revision. For the supply, however, of Uriya text-books nothing has been done.

In the North-West Provinces the Director of Public Instruction informs us (No. 396 G of 8th June 1877) that since the date of the local Committee's report the changes have been "gradual and progressive, for the Committee's labours had shown that the great bulk of the school literature was, if not unexceptionable in its character, at least open to little serious objection".

For English schools Laurie's Oriental series of English Readers has been substituted for the series previously used; and "new works, of which the design was a more systematic teaching of English idiom in accordance with the requirements of the Syndicate of the Calcutta University, were added to the curriculum".

The Urdu Primer has been recast and a new grammar of Urdu and Hindi has superseded the books formerly in use. New Science Primers have been drawn up on the basis of Huxley's English series; the text-books for geography and history are being revised.

In the Punjab some of the text-books in use at the date of the local Committee's report have been revised, and a new series of vernacular text-books has been commenced; and by a Notification No. 1966, dated the 2nd May 1877, a Standing Committee was appointed consisting of the Director of Public Instruction for the time being, six members nominated by the Government, and seven members nominated by the Senate of the Punjab University. The duties of this Committee are thus laid down in the notification—

"From time to time to consider and decide what works shall be prescribed or recommended for the use of schools and colleges, and further determine what books shall be purchased for the libraries of district schools and Government colleges within the limits of the annual budget grant." It is further stated that "the duties of the Committee being confined to the selection of English books, it will not be necessary or desirable to appoint any Native gentlemen members of it".

We understand that since the date of this notification three Native members have been added to this Committee.

It will be observed that this Standing Committee in the Punjab is a body with functions differing widely from those of the Bengal Standing Committee before referred to, and from those of Standing Committees such as we suggest in a later paragraph of this report.

In British Burma we learn that a complete "series of school-books is in course of preparation, including Anglo-Burmese Primers, Readers, Grammars and Arithmetics, Geography and History in English, selections from the Burmese classics, a geography in Burmese and a treatise in Burmese on the history of the country. These works when completed will form an excellent series for both the English and Vernacular schools, and it has been further proposed to prepare popular treatises on scientific and other subjects."

8. We have now finished our review of the reports of the provincial Committees, and the action taken by Government thereon. We are of opinion that, though the progress made in consequence of the reports of the Committees has been somewhat tardy, it has been in the right direction; and we are by no means in favour of any violent interference with the measures of Local Governments, or the arbitrary imposition from above of absolute uniformity upon Provinces the circumstances of which are essentially different. Our effort will be rather to suggest regulations which will ensure the more effectual working of the machinery now in operation in the various Provinces, and also bring into harmonious co-operation educational systems which have hitherto been deprived of mutual assistance and encouragement. But we feel that there is one point in which greater harmony than at present prevails is perhaps attainable, and on which we cannot refrain from expressing our opinion. This point is one the consideration of which seems to us to be naturally antecedent to what we consider

the principal task before us, the suggesting of the best means for procuring satisfactory text-books, and the laying down of principles to be observed in their selection and preparation.

9. We are convinced that it is essential to the proper preparation of school-books that they should be based upon some uniform *classification of studies* throughout India. We have been led to the consideration of this question by a memorandum submitted to us by Major Holroyd, President of the Committee for the revision of the statistical returns of the Educational Department. We by no means wish to insist on any uniform classification of schools, because in certain Provinces one or more departments are contained under the same roof. But we cannot see why instruction should not be classified. We beg accordingly to recommend that education throughout India should be divided into primary, secondary and college instruction.

Primary instruction should in our opinion always be given in the mother tongue. It ought in fact to include that amount of instruction which no individual in the community should be without, that is to say, reading and writing the mother tongue grammatically, simple arithmetic (not excluding local and professional modes of calculation), the elements of geography (with special reference to the pupil's own district), and a knowledge of the most ordinary natural phenomena.

The next stage of instruction we would term secondary: it should include all instruction, from the conclusion of the primary stage up to the matriculation examinations of the various Universities. No pupil should be allowed to enter upon the secondary stage of instruction without passing an examination in the subjects included in primary instruction. The proficiency of students in the secondary stage will of course be tested by the matriculation (or entrance) examinations of the Indian Universities. All beyond that is college instruction. Secondary instruction will naturally resolve itself into Vernacular, Anglo-vernacular and English, accordingly as it is conveyed through the medium of a vernacular language only, or partly in such a language and partly in English, or wholly in English. The division we recommend need not entail any violent change in the system pursued in any Province. At the same time it is perfectly definite. No reasonable doubt can possibly exist as to where primary education ends and secondary education begins; and secondary is clearly distinguished from college instruction all over India.

10. There remains one other point to be considered before we enter upon the question of the best means of securing satisfactory English and Vernacular text-books throughout India. This point is suggested by our review of the provincial reports: it concerns the proposals that have been made for an imperial series.

It will be seen that some of the Committees suggest one imperial series of English text-books for the whole of India. There are no doubt fair arguments in favour of recommending such a series. The English instruction to be given throughout India is much the same in every Province, and it might fairly be urged that it would be easier to obtain one good imperial than many good local series. But the objections to such a series seem to us to out-weigh the arguments in its favour. To begin with, we are strongly of opinion that the English text-books used in the lower classes of English-teaching schools should be furnished with notes and a glossary in the mother tongue of the pupil. It follows that a part, and perhaps the most important part, of the school-books intended for the lower classes would have

to be different in each Province. Moreover, there does not exist, as far as we are aware, any machinery for preparing such a series at the disposal of the Government of India. It cannot be supposed that an imperial series, however excellent, would wholly escape hostile criticism; and it would no doubt need continual revision and correction. This would require the withdrawal of some of the best educational officers in the country from their duties for long periods of time. With regard to text-books on arithmetic, there is one serious practical objection. It will be very difficult to adapt any one book on arithmetic to all the varying local measures and weights. Another practical objection is that it is impossible to get books equally adapted to all the various kinds of schools. Thus the books which suit a Burmese Monastic school might not be held suitable for a Non-conformist, a Presbyterian or a Roman Catholic Missionary school; and books quite unobjectionable for the latter would certainly be often unsuited for use in Government non-sectarian schools. On the other hand, there is every probability that before long perfectly satisfactory works will be produced by English publishers. Their attention has been drawn to the requirements of India, and we may trust to the stimulus of enlightened self-interest to do the rest. Indeed, a series has already been brought out by Messrs. Macmillan and Company under the editorship of Mr. Lethbridge, which is a great improvement upon all preceding works of this nature. It will no doubt be subjected to careful revision from time to time, and there is every reason to believe that the enterprising publishers will not relax their efforts until they have provided India with a series that will be as nearly perfect as it is possible for anything of the kind to be. It is difficult to speak too highly of Morris' Primer of English Grammar *quâ* English Grammar. But the adaptation to the wants of Indian students has been done in a very perfunctory manner, and one or two illustrations are even calculated to lead the pupil astray. But this fault will, we may presume, be corrected in a future edition. There can be no doubt that the two easier of Morris' three *Grammars* will satisfy the requirements of the upper classes in schools. The works of Adam and Bain are also well suited for the upper classes. The new Madras series may be soon expected. There is every reason to believe that it will be satisfactory; and thus with two series to chose from, besides the junior readers which are being prepared in the North-Western Provinces, the immediate requirements of Indian students will be sufficiently provided for. It seems very likely that those who object to Mr. Lethbridge's *History of India* will be satisfied with Dr. Hunter's, now under preparation for the Government of Madras; or the two books might possibly be used together with advantage. Mr. Clarke's *Geographical Reader* is on a good principle, and is distinguished by many excellences; when some slight inaccuracies are removed, it will no doubt be a remarkably perfect manual. To sum up, it does not seem desirable that the Government of India should take steps to secure results, which will soon be brought about without any exertion on their part.

11. What has been said against the desirability of an imperial English series will apply with much greater force to the question of vernacular text-books: and as the vernaculars of the various Provinces are, as a general rule, different, it is obvious that the suggestion of an imperial vernacular series is altogether out of place. There is the further objection that such a series would be in most instances a translation or adaptation from works composed in another idiom, and could hardly ever be rendered into all the several vernaculars with the freedom or grace of an original work. We proceed

to describe the nature of the machinery which in our opinion is required in every Province to control the production of Vernacular and English text-books, and which already exists to some extent in Bengal and the Punjab.

12. We accordingly recommend that a Standing Committee of reference be appointed in each Province to choose or, if necessary, prepare appropriate vernacular text-books. The Committees so constituted should draw up a list of suitable books divided into two classes,—the first class comprising those books that may be used in Government and aided schools, the second comprising those books that may be used in aided schools only. No book not included in one or other of these lists, unless it be a book such as the Bible or the Koran, used in *purely denominational* schools for purposes of religious instruction, should be read in any school supported or subsidized by Government. The Standing Committee of each Province should present a report at the end of every year, together with a revised list of books to be published in the *Government Gazette* with the orders of Government thereon. The Directors of Public Instruction should in their annual reports notice how far the orders of Government have been carried out. In case the Standing Committee of any Province should find that no suitable text-book on any specified subject legitimately included in school or college instruction exists, they should take steps to have such a work prepared. The Standing Committees should also make it their business under the direction of their respective Governments to encourage by all means in their power the development of vernacular literature.

An English Text-book Committee should also be established in every Province with similar powers and similar duties. It is extremely probable that in many Provinces it would be found convenient to form only one Committee to examine both English and Vernacular books; but in others the *personnel* of the two Committees would naturally be different. Many gentlemen are admirable judges of English text-books, who are scarcely qualified to pronounce an opinion upon vernacular works. The constitution of these Committees would be a matter for each Local Government to settle. We think that the Director of Public Instruction should be *ex-officio* a member of both Committees, and Principals and Head Masters should certainly be put upon the English Committee. Inspectors of Schools would probably be useful in both. Steps should be taken to furnish each provincial Committee with the lists of approved works published by the other. These local Standing Committees would of course avail themselves of the information accumulated by the temporary Committees whose reports we are now considering. Steps should be taken by the Government of India to secure the harmonious co-operation of these provincial Standing Committees, which co-operation would be especially valuable in the case of two Provinces having a vernacular language in common. Each Standing Committee should be ordered to procure copies of all the text-books approved in other Provinces, in order to form the nucleus of a text-book library of reference. It may reasonably be expected that, as soon as the constitution and duties of the Committees become generally known, authors of text-books in English and in the Vernacular languages would gladly forward specimens of their works, with the hope of getting them put on the list of approved manuals. This would materially diminish the expenditure involved in the scheme.

14. We now come to the principles which should guide the local Committees in the preparation and selection of text-books: and

we trust to be excused if we incidentally make some suggestions for the improvement of school studies generally, though this may not be strictly any part of our duty.

It has been clearly shown by Dr. Leitner, one of our members, that our present school-books in some Provinces are defective in moral teaching. Bearing this in mind, and at the same time observing the great popularity of Mr. Hope's series in Guzerat, which is distinguished by the prominence given to simple moral lessons, we recommend that every series of vernacular readers for primary instruction should contain lessons on the following subjects:

Reverence for God, parents, teachers, rulers, and the aged.

A simple sketch of the duties of a good citizen, and universally admitted principles of morality and prudence.

Cleanliness of habits, politeness of speech, kindness of conduct to other human beings and the brute creation.

The dignity and usefulness of labour, and the importance of agriculture, commerce, the various trades, professions and handicrafts.

The advantages of bodily exercise.

The properties of plants, the uses of minerals and metals.

The habits of animals, and the characteristics of different races, and common natural phenomena, fables, and historical and biographical episodes chiefly derived from Oriental sources.

Simple poetical extracts should also be introduced into these readers. The secondary series should in part go over much the same ground, and should also include lessons on money matters, on manufactures and the mechanical arts or science and the laws of health.

Readers intended for secondary instruction would of course treat much the subjects with which they deal at greater length and more thoroughly. We do not pretend to give an exhaustive list of the subjects which should be introduced into readers. It is rather our object to mention certain topics which should by no means be omitted.

The following principles should be kept in view in the selection of text-books for instruction in English:

(1.) Readers should be graduated according to increasing difficulty of idiom, not, as is too often done, according to increasing length of words. Readers generally commence with letters and words of one syllable, doubtless owing to the fact that formerly most of the readers used in Indian schools were originally prepared in England and to teach English boys the first use and combinations of letters. In the opinion of the Committee, as far as these steps of reading are concerned, the students of English-teaching schools in this country ought to have already acquired them in the vernacular.

(2.) Readers intended for the lower classes should be provided with notes and a glossary in the vernacular.

(3.) Works intended to teach the English language should be entertaining rather than instructive. The subjects of the earlier lessons should be such as are familiar to Indian boys, in order that time which ought to be spent in teaching the language should not be wasted in explaining ideas. We here take the opportunity of remarking that in the lower classes of secondary schools substantive knowledge had better be imparted in the vernacular.

(4.) One great desideratum is a properly graduated series of English *Exercises*, so arranged as to practise the student in translating from his own vernacular into English and from English into the vernacular.

(5.) An easy English Grammar for the lower classes of school should be prepared in the vernacular of each Province.

(6.) Great care should be taken to graduate the series correctly. No series ought to have the same extract in two or more successive numbers.

(7.) In all readers, particularly in those intended for the lower classes, the prose extracts should be more numerous than the poetical. The poetical pieces introduced should be of a simple character, and should be committed to memory by the pupil.

We have already stated our opinion that there will soon be no dearth of suitable text-books in history; and it does not seem desirable that the Government of India should enter into competition with Macmillan or the Clarendon or Pitt Presses. As there seems however to be some doubt as to the order in which history should be taught, we wish to record the view which, after discussion, approved itself to the majority of the Committee. It is briefly this. The study of history should begin with the pupil's own Province, then should follow the history of India, afterwards that of England, and so much of general history as is necessary to illustrate it: the history of the student's own Province might probably be studied in the vernacular. A minority of the Committee is in favour of teaching the History of England as an episode in the history of the world. But England and India are so intimately connected, that next to the history of his own country the History of England must always be of paramount importance to a native of India.

The same principle should be followed with regard to geography. Geography should always be studied with an atlas, and if possible with a globe. We consider that Mr. Clarke, in making his treatise on geography a companion to the atlas, has followed the right method.

We here take the opportunity of remarking that in our opinion it is very desirable that schools throughout India should not only be supplied with wall-maps, but, wherever possible, also with large coloured engravings of the varieties of the human race, the costumes of the principal nations, remarkable beasts, birds, &c., such natural phenomena as the Aurora Borealis, the mirage, volcanoes, geysers and waterspouts, sketches of scenery, and celebrated towns and buildings, &c. Were such engravings hung upon the walls of the school, the mere view of them would tend to enlarge the mind of the scholar, and they would give point to many a description which would otherwise fall flat upon the class.

15. In considering the duty imposed upon us by para. No. 3 of the Resolution of the Government of India, we have been materially aided by the light which Dr. Leitner has been able to throw upon the subject. We have come to the conclusion that the paragraph has a two-fold bearing. In the first place it means that all educational series, even those intended for the lower classes in schools, should be imbued with those moral, religious and political principles which tend to make men orderly and useful members of the community to which they belong. This bearing of the paragraph in question we have endeavoured to keep in view in framing a list of those subjects which should be included in primary and secondary vernacular readers.

But we believe that it has a wider bearing also, and imposes on us the duty of suggesting means for preparing in the vernacular languages of India, wherever required, popular summaries of the best thought on such subjects as jurisprudence, the laws of health, the principles of evidence, &c.

Attempts of this kind have already been made in this country.

Lord Hardinge* as Governor General and Governor of Bengal caused arrangements to be made with one of the best authors in Bengali for bringing out a series of books in Bengali. Twelve volumes of the *Encyclopædia Bengalensis* were published, but did not obtain a sale at all commensurate with their merits.

* The late Mr. Woodrow's report on text-books for schools, No. 4, dated Calcutta, the 18th of August 1875.

In the North-West Provinces also Mr. Boutros, the Principal of the Delhi College, brought out translations of a large number of good English authors. Government patronised the undertaking, and several copies were in consequence sold, but it cannot be said that the effort was successful.

Different reasons are assigned for the failure. It is ascribed by some people to the fact that the books on science were not required; by others, to the fact that, although such books were required by a few students, they were translations, and translations were not liked; and by others, to the fact that the translations were badly done, and were repulsive to ordinary readers.

It is therefore clear that in the preparation of these treatises the greatest care should be used to select the ablest writers, and to begin with those subjects which are likely to be popular with the less cultivated of our Native fellow subjects. English has already become the language of the higher culture in many Provinces of India, and it may be safely asserted that most scientific students in Bengal, Bombay and Madras will prefer to learn their science in English. But there is doubtless in certain Provinces of India a class to whom such treatises would be useful.

We are of opinion that the subjects on which treatises might now be advantageously prepared in the principal vernacular languages of India are as follows:

(1.) The laws of health or hygiene.
(2.) Political economy.
(3.) The principles of jurisprudence.
(4.) The principles of evidence.
(5.) The theory and practice of land revenue systems.
(6.) Arts and manufactures.

It may be safely left to the Standing Vernacular Committees which we wish to see established in the various Provinces, under the direction of their respective Governments, to encourage by such means as they may think fit the production of treatises on these subjects wherever they may seem to be required.

Should such treatises become generally popular, the various local Committees might subsequently take steps to have short and simple abridgments of them prepared for introduction into secondary schools when deemed desirable.

16. We now come to the *vexata quæstio* of terminology. We would gladly avoid it if we could; but it is evident that if these treatises are to be prepared, European scientific terms must either be

translated or transliterated, or the two methods must be combined, and we feel ourselves bound to be prepared with some suggestion on the point. The question has been very completely debated in Bengal, and opinions have been obtained by the Bengal Educational Department, from Bombay, Madras, Oudh, the North-Western Provinces and the Punjab. The European members of the Bengal Vernacular Committee were in favour of transliteration, but their President, the late Mr. Woodrow, declared himself of opinion that it was useless to hope to see it introduced for the next 20 years,—at the same time expressing his firm conviction that "after the present Sanskrit rage has had its day, the terms common to science over the whole world will be welcomed even in Bengal, and the lexicon of newly coined terms in Sanskrit will be consigned to oblivion".

The three principal views on the subject have been thus summarized by Mr. Sutcliffe.*

* Report by J. Sutcliffe, Esq., Officiating Director of Public Instruction, on text-books for medical schools, No. 4258, dated Fort William, the 11th of September 1874.

First View.—If a system of medical terminology was to be laid down, it should be uniform, and applicable to every part of the country. The revival of old medical terms was not practicable, because Tamil-speaking Provinces would have recourse to medical works written in Tamil and Sanskrit vernaculars would take terms from the Sanskrit, whilst Muhammadan doctors would naturally be inclined to draw on the rich stores of Arabic medicine. In like manner, if words were coined to express modern scientific terms, the same differences of languages and race would arise. The only plan left, therefore, to ensure uniformity was to employ English terms, as in fact several authors of vernacular books on medicine had done. But many terms belonged both to science and to the common language; for example, words like skeleton, vein, absorption, &c., and because for such terms equivalents existed in all vernaculars, it was useless to substitute for them English terms. Again, as medical students receive no philological training, newly coined words and rare terms revived, whether Tamil, Sanskrit or Arabic, would tax their memory as much as, if not more, than English terms, especially because the spread of English education rendered it probable that in future vernacular students of medicine would on joining bring some knowledge of English with them.

The adoption of a large number of English scientific terms, on the other hand, was perfectly feasible, and this was proved by the fact that hundreds of English words used in the courts, in cookery, navigation, engineering, gardening, painting—in fact in every trade and profession—were daily employed by natives unacquainted with English, and were also generally used by the vernacular press in all parts of India.

This view, therefore, advocates a maximum of transliteration.

Dr. Strachan and Dr. King in Madras agreed with this view. So did Messrs. Alexander and Pearson in the Punjab.

Second View.—The second view is held by Babu Rajendralala Mitra, who is of opinion that owing to the peculiarities of the different vernaculars current in India, it is impossible to preserve uniformity by transliteration; that the English terms already introduced, whether in the ordinary affairs of life or as in scientific books, have assumed very different appearances in the different vernaculars; that the Native Doctors in the armies of the several Presidencies used different terms, or English terms so transmogrified as to amount

practically to different terms, and that such terms are quite unintelligible to the mass of the people; that owing to the defects of the Urdu alphabet they cannot be transliterated with any approach to accuracy; that as long as the languages differed there was no prospect whatever of a universal scientific terminology getting into currency, and that the proposed medical works being compiled according to fixed rules, and under the superintendence of especially appointed Committees, there could be no apprehension of want of uniformity by Sanskrit scholars drawing largely from the Sanskrit and Arabic doctors resorting to the Arabic language.

Babu Rajendralala Mitra divides scientific terms into six classes, for four of which he advocates "translation". For the remaining two he recommends "transliteration". His six classes are—

A.—TERMS TO BE "TRANSLATED".

Class I.—Terms that belong both to science and to the common language, as blood, saliva, sulphur, leaf, headache, fever.

Class II.—Terms that are used by traders and professional men, as yeast, angle, crystal, petal, tenesmus, strata, depression. Cases may arise in which such terms will have to be transliterated.

Class V.—Functions and abstract ideas, as secretion, absorption, germination, tonic, affinity.

Class VI.—Chemical and anatomical compounds.

B.—TERMS TO BE TAKEN FROM THE ENGLISH AND TO BE "TRANSLITERATED".

Class III.—Names of things used in modern science, as ipecacuanha, jalap, the elements of chemistry, the names of rocks, and the names of surgical instruments.

Class IV.—The scientific names of plants and animals.

The Principal of the Medical College, Madras, agrees on the whole with Dr. Rajendralala Mitra, though he would extend transliteration to some of the classes for which Babu Rajendralala Mitra proposes translation. The same view is held by the Bombay Committee consisting of four Hindu gentlemen employed as teachers in the Grant Medical College.

The Director of Public Instruction in the Punjab agrees on the whole with Babu Rajendralala Mitra, but prefers transliteration to far-fetched terms taken from the Sanskrit or Arabic.

Third View.—The third view is that of Dr. Tamiz Khan. He differs from Babu Rajendralala Mitra in two points: (1) he recommends that old Sanskrit and Arabic works on medicine should be examined for the purpose of reviving medical terms now forgotten but once in use among ancient doctors; (2) he prefers, on the whole, Arabic to Sanskrit derivations. In other points he agrees with the former's views. He does not divide scientific terms from a logical point of view, but he applies the following two criteria: (1) If a term is common and belongs both to science and the daily language, translate it. (2) If a term is rarer and does not belong to the common language, revive, if possible, an Arabic and Sanskrit equivalent; but if none can be found, adopt the English term and transliterate it.

This view is approved by Dr. Scudder in Madras and Mr. Simo and Dr. Leitner in the Punjab. Dr. Leitner specially recommends a study of Sanskrit and Arabic medical works.

The Director of Public Instruction in Oudh agrees in a general way with Dr. Tamiz Khan.

The arguments in favour of transliteration have never been more clearly stated than by the two Native members of this Committee, Rao Saheb Dandekar and the Honourable Kristodas Pal, in their notes appended to this report. The former is strongly in favour of transliteration. The latter appears to agree with Dr. Rajendralala Mitra, but he represents the arguments for the opposite view with admirable fairness and impartiality. They are briefly—

(1.)—The only chance of uniformity is to employ English terms transliterated.

(2.)—The people already employ English terms.

(3.)—English terms will carry no wrong notions with them, and will, in fact, be perfect symbols, the meaning of which will be governed by their definition only.

We have given a lengthy summary of the controversy as the matter is one of vast importance, and has an obvious bearing not only upon the preparation of the vernacular treatises which we have recommended above, but also upon the translation of the Science Primers which is now being commenced in the North-Western Provinces. The opinion at which the majority of us have now arrived is "that transliterations of European scientific terms should be employed in all cases where precise vernacular equivalents are not already in current use".

We wish the arrangement we have now suggested to be only regarded as provisional. Indeed we believe with the late Mr. Woodrow that the question will ultimately settle itself. As India advances in culture, those terms which are found practically most convenient will be victorious in the struggle for existence.

17. It is probable that the treatises on hygiene, political economy, &c., which we have contemplated, will have at first to be translated or adapted from European works. Still there are admittedly in certain Provinces Native gentlemen quite qualified to write good vernacular treatises of the kind contemplated. Should such men not be found, it is quite possible that several provincial standing Committees might agree to ask some distinguished European author to compile a treatise on his *specialité* adapted to the Indian mind. It would afterwards be their business to see it correctly reproduced in the vernaculars of their respective Provinces. We are inclined to think that perhaps the best way of encouraging the production of good vernacular treatises is that suggested by Mr. Lethbridge: "A notification should be put forth that such and such a book or translation is wanted, inviting applications from qualified authors; and stating that from among the applicants the local Committee would choose a small number, say two or three of the authors of highest repute, and that the Government would pay the cost of printing and publishing a small first edition (of say 500 copies) of *each* of the productions of these selected authors, and that *all* the books so produced that might satisfy the Committee would be put upon the Government authorised list." This should be done if a simple call for treatises on any subject met with no satisfactory response. But this is a question which each Vernacular Committee should settle, and it might be desirable that it should be settled differently in different Provinces.

18. There remains one other subject which has been brought before the notice of the Committee. Mr. Porter, of Madras, thinks it

desirable that some more concise geometrical manual should be substituted for the works of Euclid now read in Indian schools. We believe such short methods have found favour in some English schools, and Mr. Porter's high authority is of itself a great argument in their favour. But we are convinced that as long as the Universities prescribe the works of Euclid, no other geometrical manuals can profitably be read in schools. As soon as a boy begins to prepare for his matriculation examination, he will have to take up Euclid, and it would only confuse his mind to compel him to use a shorter geometrical manual, however eligible in itself, at his first entrance upon the subject, to be replaced by the orthodox treatise at a more advanced stage of his studies.

Conclusion.

19. It will be observed that the opinion of the Committee points towards independent provincial effort in the preparation and selection of text-books rather than centralised imperial control. At the same time we have recommended that each of the local Committees should prepare a report at the close of each year, which report should be published in the local Gazette with the orders of Government upon it; and we have also recommended that the annual reports of the Directors of Public Instruction in each Province should contain one section specially noticing the progress that has been made in carrying out these orders. A review, on the part of the Government of India, of the various provincial reports as they are received, will enable that Government from time to time to issue such directions as may ensure progressive improvement in manuals and methods of instruction. It appears to us that it would be advantageous if the various Governments were directed to communicate to each other the reports of the local Committees and the action taken by them thereon. We believe that these measures would tend to produce greater harmony in the educational systems of the various Provinces of the Empire; and by placing the experience of each Province at the service of the others, prevent much useless expenditure of time, labour and money.

20. Mr. C. H. Tawney and Mr. E. Lethbridge having jointly discharged the duties of the Secretaryship to this Committee, the other members of the Committee cordially agree with a suggestion that has been made by the President that the labours of these gentlemen deserve to be brought to the particular notice of the Government. The President and the other members of the Committee desire therefore to place on record their high sense of the zeal and ability with which Mr. Tawney and Mr. Lethbridge have performed the important and laborious work entrusted to them.

E. C. BAYLEY, *President.*
R. M. MACDONALD,
NARAYAN B. DANDEKAR,
R. GRIFFITH,
R. G. OXENHAM, } *Members.*
G. W. LEITNER,
KRISTODAS PAL,
C. H. TAWNEY,
E. LETHBRIDGE, } *Secretaries.*

Simla;
The 10th October 1877.

Memorandum by Colonel R. M. Macdonald (Member of the Text-Books Committee), dated Madras, the 4th September 1877.

THERE are a few points on which I do not agree with the recommendations of the Committee.

2. In para. 9 the Committee recommend that education throughout India shall be divided into primary, secondary and college instruction. This division has always existed, and only the difficulty has been to determine where primary education ends and secondary education begins. A definite scheme was proposed in Major Holroyd's memorandum. The proposals of the Committee seem to me too vague to be of any use. In a certain sense a boy is learning to read and write his mother-tongue grammatically throughout the whole of his school career, and the Committee have in no way indicated the amount of proficiency which should be attained in the primary stage. Simple arithmetic would by most persons be interpreted to mean notation, numeration, simple addition, substraction, multiplication and division. It was however explained at one of our meetings that it was not intended by this term to exclude the compound rules or even more advanced portions of the subject. Nothing can be more vague than this. The term elements of geography is equally indefinite. Even in our higher class schools the text-book in use is Clyde's Elementary Geography. The same remark applies to the next subject, "a knowledge of the most ordinary natural phenomena".

3. The Committee go on to state that no pupil should be allowed to enter upon the secondary stage of instruction without passing an examination in the subjects included in primary instruction. Under this rule the study of English cannot be commenced until the pupil has gone through the whole of the primary course, nor can any second language, such as Persian, Arabic or Sanskrit, be studied. The Committee are under the impression that this will not entail any violent change in the system pursued in any Province. In point of fact the rule will completely upset the system pursued through the greater part of India, and render compulsory everywhere the system which prevails in Bombay. In the Madras Presidency a pupil matriculates in nine years, after going through the classes shewn in the margin. He thus commences English in his third year, and learns English for two years before he reaches the stage of secondary instruction. Similarly boys in elementary schools on the system of payments for results may bring up English for the third and fourth standards; while in schools aided on the salary grant system, English may be commenced at any stage, although in practice it is generally commenced about the third year. In Bombay a pupil is four years going through the vernacular course, three years going through the Anglo-vernacular course, and four years going through the high school course. Great discontent will be created in this Presidency if the matriculation course is extended from nine to 11 years, which will be the practical result of the rule proposed by the Committee.

Year.	UPPER SCHOOL.
9th	6th or Matriculation Class (English).
8th	5th or Preparatory Matriculation Class (English).
	MIDDLE SCHOOL.
7th	Upper Fourth Class (English).
6th	Lower ditto (ditto).
5th	Third Class (Anglo-Vernacular).
	LOWER SCHOOL.
4th	Second Class (Anglo-Vernacular).
3rd	First ditto (ditto).
2nd	Preparatory Class B (Vernacular).
1st	Ditto ditto A (ditto).

4. Hitherto Government has never interfered with the promotion of boys in aided schools. If it is intended that such promotion shall be made to depend on the result of Government examinations, additional inspecting agency will be required, and any attempt to introduce such a system will be very much resented by the managers of aided schools.

5. It may be observed that Persian is studied in elementary Muhammadan schools in this Presidency, and that the Arabic Koran is also read in such schools, while Sanskrit is extensively studied in elementary schools in Malabar and in all the Telugu Districts. These schools are aided chiefly on the results system, and there is no interference with regard to Arabic or Sanskrit, while the study of Persian is actually encouraged by the payment of additional grants. Any forcible attempt to banish such studies will certainly meet with considerable opposition.

6. In the Punjab, North-Western Provinces and Oudh, both English and Persian are taught in the lower classes of schools of various grades, and the Punjab report shows that many of these schools would be emptied if Persian were banished. In the Central Provinces, there are five vernacular standards for village schools, but any boy who has passed the third standard may commence English. We have had no definite information before us with regard to Bengal, but there seems reason to believe that English is commenced there at a much earlier stage than that advocated by the Committee.

7. Even in England a boy is allowed to commence Latin and French before he has gone through a complete course of primary instruction, and there seems no reason why elementary instruction in English, Persian, or any other language should not form an optional part of the primary school course.

8. Passing on to para 10, I do not see the force of the objections which are urged against the preparation of an imperial series of text-books. One objection is that the work would involve the withdrawal of some of the best educational officers from their duties for a series of years. But if each Province undertakes to prepare its own series, a much larger number of officers must in some way or another be employed on the work. The difficulties about notes and glossaries are not peculiar to an imperial series. In Madras, for instance, the local series must have notes and glossaries in Tamil, Telugu, Canarese, Malayalam, Hindustani and Uriya, and the addition of three or four languages would make very little difference. No doubt there would be some hostile criticism, but so there would be if a separate series were published in each Province. Possibly also the imperial series might be eventually superseded by some better series. If so, the object in view would have been attained, as all that is wanted is a good series, no matter by whom prepared. The policy of trusting to private enterprise is one which has had an ample trial, and it seems far from certain that perfectly satisfactory works will be produced by English publishers. The only series of readers as yet published by Messrs. Macmillan & Co. is merely a slightly improved edition of a series which has already been long in use.

9. I think that the functions of the standing Committees recommended in para. 12 should be restricted to criticism. If complete lists are to be prepared by them of all books which may and may not be used in Government and aided schools, and if these lists are to be accompanied by reports explaining the grounds on which they

have accepted some and rejected others, the labour imposed on the Committees will be immense. I doubt whether they can do more than annually examine such new books as they find coming into use. As regards Government schools, great confusion will be caused if every headmaster is to be at liberty to introduce any books into any class, merely because they find a place in the list of books approved by the Committee. Under the present system the best book in each subject is prescribed, and the particular portion which is to be read in each class is laid down. As regards aided schools, there would be no mode of enforcing the use of particular books except by the withdrawal of the grant, and even in Great Britain so strong a measure as this has never been resorted to. Government should, of course, have the power of prohibiting the use of any immoral or objectionable book in aided schools, but it will probably be found necessary to tolerate many books, of which the Committee may have formed a more or less unfavourable opinion. It may suffice to give a single instance of the kind of complications which are likely to arise if these Committees are armed with the power with which it is proposed to invest them. The Bengal Committee have placed the Student's Hume in their List B. No reasons are given, but the book is one which bears a somewhat high reputation, and in two other Provinces, viz., Bombay and Mysore, it is actually one of the books which are recommended. I do not see how the use of such a book as this can be prohibited. Many other instances might be brought forward.

Memorandum by R. G. Oxenham, Esq., dated Poona, the 14th September 1877.

I HAVE signed the report of our Committee as it stands, but desire to call attention to the annexed return marked "Bombay A". This return shows that para. 7 of the report requires correction as regards Bombay. Mr. Chatfield, who has favoured me with this return, was absent on leave at the time when our Committee was sitting, and the officer who was acting for him was not fully cognisant of the action taken by the department since the date of the local Committee's report in 1873. This action, it will be seen, has been much more extensive than would appear from our report.

BOMBAY A.

Statement of books, maps, &c., noticed by the Government Committee of 1873.

Names of Books.	Committee's remarks and recommendations.	Remarks.
GUZERATI BOOKS.		
Hope's Guzerati Reading Series of seven books.	Highly approved ...	The course of instruction has been altered so as to meet the views of the Committee with regard to the use of the series.
The Poetical Pieces interspersed through the series collected and published in a separate Vol. entitled "Kavita Sangraha".	Ditto.	
Girdharlal's Johnson's Rasselas	Prize books. From a moral and religious point of views they are quite unobjectionable, and their matter is instructive and amusing.	Copies in store. When a new supply is required the author will be asked to revise.
Chamber's Selected Lives ...		
Lamb's Tales from Shakespeare		
Balmitra, Part I., Children's Friend	In the translations, however, a somewhat too servile adherence to the original occasionally makes the matter unsuited to or difficult of comprehension by the Oriental mind.	A new revised edition has been brought out.
Natural Theology, Gallandet...	Text-books.	Copies in store. When new copies are required the author will be asked to revise it.
Life of Columbus ...		A new revised edition has been brought out.
Mahipatram's Travels in England		Has been revised as recommended.
Kavyadohan, in two Parts ...	Condemned by the Committee	Superseded by a new work entitled "Kavya Sankshepa" in which selections from the Poets have been made according to the principles laid down by the Committee.
Narmadashankar Nalakhyan ...	A separate edition recommended.	A separate edition has been published according to the Committee's recommendations.
Okhaharan	Condemned	The work is not used or required in schools.
Karanghelo	Revision recommended ...	Under revision by the author. Not used or required in schools.

Names of Books.	Committee's remarks and recommendations.	Remarks.
GUZERATI BOOKS,—contd.		
Viramati	Condemned	Not used or required in schools.
Premanand's Mamerun ...	Ditto	Ditto.
Astodaya	"Is commendable as to morality, but the language is pedantic."	Ditto.
Narmagadya	Revision recommended ...	Revised edition published as recommended.
Dalpatram's Poems ...	To be dealt with on the general principles laid down in the report.	Not used or required in schools.
Akho Bhagat's works ...		
Venisamhar Natąka ...		
Shakuntala Nataka ...		
Dhirajram's Travels in the Deccan		
Kharsanda's Travels in England		
GRAMMAR AND PROSODY.		
Hope's Grammar ...	Approved	The only grammar now used in vernacular schools.
Taylor's Large Grammar ...	It may continue in use, but needs revision, being in parts complex and diffuse, while the syntax is not always correct.	Copies in store. The author is likely to revise the work for a new edition.
Taylor's Small Grammar ...	The Committee recommends its disuse, apparently in vernacular schools only.	Used in English schools only.
Dalpatram's Pingal (Prosody)...	"This is good, but the subject is capable of broader treatment."	Is to be revised when a new edition is required.
GEOGRAPHY.		
Hope's Geography, in two Parts	Approved	A revised and enlarged edition has been published.
Chhotalal's Version of Major Candy's Geography, in two Parts.	Revision recommended ...	Copies in store. But the work is no longer required, as Hope's enlarged Geography is sufficient.
A complete series of Guzerati maps by Hope, now out of print.	It would be well to publish a new series based on the Revenue Survey maps recently completed.	New maps of India, of the Bombay Presidency and of the districts in Guzerat have been published. The district maps were prepared at the Government Photozincographic Office, Poona, and are based on the Revenue Survey maps.
HISTORY.		
Maganlal's History of Guzerat	This, which might be made most interesting and thoroughly Indian, is very meagre.	Re-written on a new plan in which the views of the Committee have been kept in sight by Rao Saheb Mahipatram Rupram, under the superintendence of Dr. Bühler, and is being printed.

Names of Books.	Committee's remarks and recommendations.	Remarks.
GUZERATI BOOKS,—concld.		
History,—concld.		
Morris' History of India (Translation).	This is superficial ...	Morris' History of India is revised for each edition, but the plan of the work is untouched. A good history of India is much required.
Mahipatram's History of England.	.....	Mahipatram's History of England recently revised has been reprinted.
Outlines of Universal History...	.....	Outlines of History not used or required in schools.
Bhagawanlal's History of Kattyawar.	No particular remarks, but the Committee recommended a new historical series starting from Guzerat as a centre, and looking out at India, Europe and the World in ever expanding circles, &c., &c.	The authors or translators will be advised to revise when new editions are required. Copies of the books are taken for prizes.
Chaturbhuj's Account of Kutch		
Elphinstone's History of India (Translation)		
Ranchhoddas' "British India"		
Grant Duff's History of the Marathas (Translation).		
Keightley's Outlines of History		
Ganpatram's "Roman Empire"		
Malcolm's History of Persia ...		
Books for girls' schools ...	The Committee recommends a special book on general information on practical and household matters, and used for oral lessons. They also recommend a new Garbavali or Song Book.	A new song book is in the press, and will be shortly ready for issue. The other book is to be prepared when experience has been gained of the use of Hope's book.
Common Knowledge ...	The Committee approve of Hope's Oral Lessons, and recommend the introduction of General Knowledge as a subject in the earlier standards of Guzerati schools, and the preparation of one or two supplementary volumes containing Common Knowledge.	A revised reprint of Hope's "Oral Lessons" has been brought out. The two supplementary books on Common Knowledge will be taken up when Hope's book has been for some time in general use.
ANGLO-GUZERATI.		
Manuals.		
Green's Phrases ...	No suggestion made ...	Not used in schools, as Well's series has superseded it.
Wallace's First Lessons in English.	Commended ...	Ditto.
Well's English Exercises ...	Ditto ...	The series has been improved and is being extended up to matriculation requirements.
Guzerati Translation of Howard's Grammar.	Ditto ...	Not used in schools.

Names of Books.	Committee's remarks and recommendations.	Remarks.
MARATHI.		
Reading Books.		
Major Candy's series of six books.	Highly approved.	
Major Candy's Three Modi Books	The Committee recommend these to be lithographed, and that they should not contain the same matter as in the corresponding Balbodha books.	These three books have been superseded by new Modi books which are in accordance with the suggestions of the Committee, and have been lithographed as recommended with varieties of hand-writing.
Berquin's Children's Friend (Translation).	They recommend that it should continue to be used as a school book or prize book, and the edition of Major Candy to be used for repriut.	Candy's edition is the one used for the reprint.
Gallandet's Natural Theology ...	Reprint recommended ...	Ordered to be reprinted.
The Life of Columbus ...	A suitable prize book, &c. ...	Copies in store.
Grammar.		
Dadoba's Large Grammar ...	Recommend its revision, but do not condemn it.	Copies in store. The author will be asked to revise it before a new edition is patronized by Government. The book has a high reputation.
Dadoba's Small Grammar ...	Is suitable for the purpose for which it is intended.	The book is revised for each edition printed.
Dadoba's Translation of Howard's Rudimentary English Grammar.	No remark	Not used in schools.
Parashurampant's Marathi Prosody.	Is fitted for usefulness ...	Revised for each edition printed.
Select Sanskrit Roots explained in Marathi.	Will be useful in schools into which it has been already introduced.	Ditto.
Green's Phrases (Translation of)	"It has not been in much demand in the Marathi country."	Superseded by a new book of Major Candy's.
General Knowledge.		
Krishna Shastri's "Anekvidya", &c.	Is a good work both for schools and prizes.	The work is revised for each edition.
Provincial Literature.		
The Kekavali	This should be reserved for college classes and re-edited with a few omissions, keeping in view the general principles, &c.	Not used or required in schools as the Navanita gives all that is necessary.
The Kekadarsha: Commentary on the Kekavali by Parashurampant.	Ditto ditto ...	Ditto ditto.
The "Navanita"	Revision recommended ...	The revision recommended has been made, and the new work is in the press.
Muktamala	These are recommended as suitable for prizes.	Copies are purchased from the authors as required.
Mochangad		
Vishwasrao		

Names of Books.	Committee's remarks and recommendations.	Remarks.
MARATHI,—concld.		
Geography and History.		
Catechism of the Geography and History of Maharashtra.	Is a useful little work, but the matter contained in it might be advantageously put out of the catechetical form, both for the reduction of the price and effective teaching.	The recommendation has been duly carried out, and the revised book has been published.
Manual of Geography, by Major Candy, in two Parts.	"Is a valued and approved work for schools and general Native reading."	Copies in store, but the book has been superseded by a new geography.
Morris' History of India (Translation of).	"Is too short and condensed"	The work has been revised, but a new history of India is required.
Bal Gangadhar Shastri's Abridgment of Elphinstone's History of India.	Suitable both for schools and prizes.	Copies in store.
Hari Keshavaji's Translation of Davy's History of England.	"Is simple and idiomatic and suited for use in the lower classes of schools. The questions added at the end of chapters to be omitted in reprints."	Copies in store. The recommendation will be attended to when a new edition is required.
The Outlines of Universal History compiled for Indian school-masters.	"Should be simplified, expanded and revised before coming into use."	Not used or required in schools.
Maps	No remark	Marathi maps of India, of the Bombay Presidency and of all districts have been issued.
KANARESE.		
The departmental Series of six books.	Long remarks are given on each book.	The first book and the second book have been revised as recommended. The other books are under revision by the Kanarese Committee; the third and fourth are ready for the press, and the fifth and sixth will be ready in three months.
Kathasangraha, by Reverend D. Sanderson.	"The language is good and the matter generally suitable. Some of the stories of not the highest moral tendency may be omitted in future editions."	When new copies are required the proprietors will be asked to revise.
Panchatantri	"The edition used is the expurgated Mangalore one."	
Poetry.—Two departmental books, Jaimini Rajashekara and two Anthologies, by the Reverend Mr. Würth.	All condemned. The preparation of four new departmental books recommended.	Two of the four new departmental books have been printed in accordance with these recommendations. The third book is ready and will be printed as soon as the Committee has finally approved. The fourth is under preparation.
Grammars	All approved, but the addition of lessons on parsing recommended for the Reverend Mr. Kie's book.	A new edition of Mr. Kie's Grammar has been finished with the addition recommended.

Names of Books.	Committee's remarks and recommendations.	Remarks.
KANARESE,—concld.		
Kavita Padhati	Approved, but alterations recommended.	A new edition is finished with the alterations recommended. On this and the last-named book the final approval of the Committee is awaited before printing.
Morris' History	Revision recommended ...	A new compilation is under preparation and will be finished in three months.
Outlines of Universal History...	Condemned ...	Not used in schools.
Catechism of Maharashtra ...	Should be superseded by a brief history of more local interest.	The new work recommended has been finished, and when finally approved by the Committee will be printed.
Outlines of Geography ...	Approved; but some sentences to be re-written.	Some of these have been revised, but a new book to supersede all is finished, and will be printed when finally approved by the Committee.
Reverend Mr. Kie's Manual of Geography.	Approved; but said to be too large, and to contain remarks on Hinduism which should be left out.	
Description of the Bombay Presidency.	A good book, but requires revision in point of grammar.	
Descriptive and Physical Geography.	Ditto ...	
Maps	.....	Maps in Kanarese have been issued (from the Revenue Survey maps) for all the Kanarese districts, except Kanara where the survey was not completed. The map for Kanara is now in the press.
SINDHI.		
First Reading Books ...	Revision recommended ...	A revised edition has been brought out.
Second and Third Reading Books	Approved.	
Fourth Reading Book ...	Under revision... ...	The revised edition has been issued.
Fifth Reading Book ...	In the press	This has been issued.
Sixth or highest Reading Book	Under preparation ...	Ditto.
Poetry.		
Rai Diyach	Approved.	
Umar Marue	Ditto.	
Saiful Maluk	Ditto.	
Kamsen Ramrup	Approved except the introduction.	The introduction will be omitted when a new edition is brought out.
Shahjoo Ressalo	Recommend an abridged edition.	An abridged edition has been issued.
History and Geography.		
History of Sind	It is a matter of regret that the Province of Sind should have been devoid of a history worthy the name.	The small treatise giving a brief outline of important events in the history of the Province is still in use. No large history such as that contemplated by the Committee has yet been undertaken.

Names of Books.	Committee's remarks and recommendations.	Remarks.
SINDHI,—concld.		
History and Geography,—concld.		
Morris' History of India. (Translation of).	Condemned	The short treatise mentioned in the report has been printed, and is used in place of Morris'.
The Outlines of Universal History.	Ditto	Not used in schools.
Geography	No remarks except that the books in use are translations from the English.	A new Sindhi geography is under preparation.
English.		
Howard's Series	.....	The Revision Committee was broken up on the death of Mr. Hughlings, and the series has been reprinted with changes to improve the gradation of lessons. The original of the English poems has been given in the new edition.

The revision of Howard's series was not pushed further, as it was supposed that the reports of the various Committees appointed by the Government of India would give valuable suggestions which would be worth waiting for. There was also an idea abroad that the Government of India would either publish a series of its own, or select some series for general use.

The Committee recommended elementary English grammars in the vernacular. This suggestion has been acted on, and the first book of an Anglo-Marathi series has been printed, and other books on the same subjects are under preparation.

The Committee also noticed the want of a history of India suitable to schools. No steps have been taken to remedy this defect, as a school history of India has been for some time advertised by Professor Owen, of Christ Church, Oxford. Professor Owen spent some time in educational work out here, and his promised history ought to be most suitable for our schools. "India on the Eve of Conquest", by the same author, is a most interesting work with the accuracy but without the dryness of Grant Duff's History.

Poona;
The 12th September 1877.

K. M. CHATFIELD,
Director of Public Instruction, Bombay.

My Dear Oxenham—

This is a statement of the results of the Poona Committee recommendations. I have only touched on books noticed by the Committee omitting all new books the want of which they did not point out.

2. It is the practice for the Department to keep up a Vernacular Committee for Marathi at Poona, for Guzerati at Ahmedabad, for Kanarese at Dharwar, and for Sindhi at Kurrachee. The two latter Committees have had a great deal of work since the Poona Committee sat, and all books have been sent to them before being allowed in schools. Less use has been made of the Marathi and Guzerati Committees, because (1) the Poona Committee approved so highly of most of our books in these languages, and (2) we have had scholars like Major Candy on whose works I did not require the opinion of the Committees.

Yours Truly,

Poona;
The 12th September 1877.

K. M. CHATFIELD,
Director of Public Instruction, Bombay.

Memorandum by the Hon'ble Rai Kristo Das Pal, Bahadur, dated Calcutta, the 20th September 1877.

I HAVE signed the general report, but consider it necessary to make a few observations on some of the points raised in it.

I think the Committee are somewhat inconsistent in ruling that "the Resolution of Government by which we were convened did not empower us to review the scheme of studies prescribed by those bodies" (Universities), and declaring in the same breath "we are convinced that it is essential to the proper preparation of school books that they should be based upon some uniform *classification of studies* throughout India". On joining the Committee I considered it my duty to submit a Note in which I urged—"The scheme of studies is the basis upon which the superstructure of text-books should be raised. The text-books are but means to an end, and unless the Committee come to an understanding as to what ought to be the end of the Indian system of education, the selection of text-books would at best be a random work." I added that to consider text-books without reference to the scheme of studies "would be putting the cart before the horse". I am well aware that the Universities are independent bodies with which this Committee could not interfere. But the Committee have no executive functions; our duty is to make suggestions to the Government of India, which would deal with them just as it might like; but I am still of opinion that the Committee's labours are practically thrown away by excluding the scheme of studies from the scope of their enquiries and deliberations. If the Resolution of Government constituting the Committee "did not empower them to review the scheme of studies", they might have drawn the attention of Government to this important omission, but the majority decided otherwise. They have to my mind gone beyond the Resolution of Government by recommending a classification of studies for Anglo-Vernacular schools, but when they have done so, I wish they had taken into consideration the important question of giving a practical turn to the instruction given in the schools. I raised this question in my Note dated the 13th June last, but as I was not present at the last two sittings of the Committee, I do not know whether it was considered by them. The report, however, contains no allusion to this subject. I beg to invite attention to the remarks I have made on this point in my Note.

The time has come, I submit, when due attention should be paid to technical education. This is a branch of instruction, as I have remarked in a previous Note, which has been utterly neglected in this country. Its importance cannot be overrated, particularly when we see thousands and thousands of educated natives pine away in penury for want of useful and remunerative occupation. If Government wishes to give education in India a practical turn, it ought to train up the students in the technical arts. These arts may be taught in both the Vernacular and English schools. The vernacular student, who will learn scientific facts according to the plan I recommend, will be on the road as it were to instruction in technical arts. The natives of India have always distinguished themselves for excellence in several arts; even at the present day they are unrivalled in some of them; but new tastes, new ideas, and new wants have sprung up under European civilization, and indigenous arts and industries have fallen into decay, some of them have almost died out. The schools ought to be adapted to new circumstances. It is indeed shameful that the Indians should be dependent upon foreign countries for a box of matches or a bundle of pins. He has the raw material in his country in abundance, but he has not the knowledge to utilize it.

Independent European enterprize is familiarizing the Indian mind with some of the European arts, but there are practically no schools for training in technical arts. If the Local Governments could be induced to establish schools for technical education, books would be forthcoming. There are already some books in Bengali on this subject, and others, I daresay, will be produced if due encouragement be held out.

PARA. 9.—A classification of schools is certainly desirable, but I don't think the distinctions proposed will meet the circumstances of all the Provinces. For instance in Bengal secondary instruction comprises the vernacular scholarship course, minor scholarship course, which includes some knowledge of English, Anglo-Vernacular course, below the entrance standard, and ditto ditto up to the entrance standard. To meet existing circumstances I would sub-divide secondary schools in the following manner, namely, lower and higher vernacular schools, and lower and higher Anglo-Vernacular schools.

I do not think it would be expedient to lay down a hard-and-fast rule to the effect "that no pupil should be allowed to enter upon the secondary stage of instruction without passing an examination in the subjects included in primary instruction". Such a rule would impose an unnecessary barrier upon English education. As a matter of fact, I believe no boy is put in an English class, at least in Bengal, without some knowledge of his mother tongue. I do not quite see the necessity of insisting upon his going through the primary course prescribed in the report of the Committee. It includes "reading and writing the mother tongue gramatically, simple arithmetic (not excluding the local and professional modes of calculation), the elements of geography (with special reference to the pupils' own districts), and a knowledge of the most ordinary phenomena". This course would require at least four years' study; in the case of dull boys it will extend to five years, and as education in the mofussil generally begins at six years, no boy under the proposed rule would be able to take up English before his 10th year, and six years after that will not, I am afraid, be adequate for him to acquire a sufficient knowledge of English so as to pass the entrance examination in his 16th year. The curriculum of the Hindu School requires a course of nine years' study, and after that nearly fifty per cent. of the pupils fail to pass the entrance test. It would not be unreasonable to suppose that with a period of six or seven years for preparation the rate of failures would considerably increase. It might be said that if the time for entrance be assumed to be the 20th year, the difficulty could be easily overcome; but a boy must read for four years before he can pass the B. A. examination, and then for three or five years more for a professional education in law or medicine, making the total from 25 to 28 years. But for so prolonged a period of study no boy can find time. The struggle for existence must in this country begin early, and our scheme of study should be made to suit that difficulty and not to aggravate it. Bearing this in mind, I am of opinion that it is not at all desirable that such wholesale exclusion of the youths of this country from an opportunity of studying English to a high standard, as must result from the course proposed, should be encouraged. The gain in vernacular education will by no means be worth the sacrifice, nor is it at all needed. Besides, boys destined for English education must learn "arithmetic", "geography" and "natural phenomena in English"; it would therefore be positively a waste of time to require them to learn the same thing twice over, firstly, in the primary course and, secondly, in the secondary course. I think it would be quite

sufficient if it were understood that no boy should begin the English course without being able to read the vernacular. It may be left to the discretion of the school authorities to make necessary arrangements for teaching the vernacular to a boy who comes without any knowledge of it. This is now practically done. If a Hindustani lad, for instance, joins the Hindu School in Calcutta, he is made to learn the Bengali primer first before he begins the English alphabet, or to devote the greater portion of his time to the vernacular while slowly learning the English language. The importance of learning his vernacular well for an Indian student cannot be exaggerated, and in the lower classes of the Anglo-Vernacular schools prominence is given to the vernacular study. But an absolute rule like the one proposed by the Committee would retard the course of English education. I am of opinion that the less restrictions are imposed upon the acquisition of knowledge the better. My own impression is that however necessary the matriculation rule, it has had the effect of shutting out a large number of students from high education, and thus filling the country with half educated men. To lay down a similar rule for the secondary schools would be to put a heavy drag upon the cause of education in the country.

PARA. 12.—The Committee recommend the preparation of a list of suitable books "divided into two classes—the first class comprising those books that may be used in Government and aided schools, the second comprising those books that may be used in aided schools only". I do not see why this invidious distinction should be made between Government schools and aided schools. Surely the books that are considered suitable for Government schools ought to be suitable for aided schools.

PARA. 13.—With regard to the constitution of the provincial Text-book Committees, I am of opinion that the independent elements ought to be made to preponderate. The Committee remark—"We think that the Director of Public Instruction should be *ex-officio* a member of both Committees, and Principals and Head Masters should certainly be put upon the English Committee. Inspectors of Schools would probably be useful in both.

A Committee so constituted, unless largely balanced by the addition of independent members, will not, in my opinion, command public confidence. Really able men, in the face of a standing majority of educational officers, can hardly be expected to take an active interest in the work of such Committees, and the result will probably be that incompetent men will have to be nominated to serve only as buffers. Rather than have such shams, I would prefer to leave the task of selecting text-books to the Director of Public Instruction, who, if made solely responsible, would better realize his responsibility than when acting as a member of the Committee.

PARA. 14.—The Committee recommend that "every series of vernacular readers for primary instruction should contain lessons on the following subjects:

"Reverence for God, parents, teachers, rulers, and the aged.

"A simple sketch of the duties of a good citizen and universally admitted principles of morality and prudence, cleanliness of habits, politeness of speech, kindness of conduct to other human beings and the brute creation.

"The dignity and usefulness of labour, and the importance of agriculture, commerce, the various trades, professions and handicrafts.

"The advantage of bodily exercise.

"The properties of plants, the uses of minerals and metals.

"The habits of animals and the characteristics of different races, and common natural phenomena, fables and historical and biographical episodes chiefly derived from Oriental sources.

"Simple poetical extracts should be introduced into those readers. The secondary series should in part go over much the same ground, and should also include lessons on money matters, on manufactures and the mechanical arts or sciences and the laws of health."

Moral instruction is generally contained in the readers placed in the hands of the student, but I do not think it would be desirable to divert the readers from their legitimate object, viz., as media for instruction in language, and to make them do duty for manuals on hygiene, plants, minerals, metals, animals, the human race, natural phenomena, money matters, manufactures, the mechanical arts or science, economic and political precepts, &c. If these branches are to be taught in the primary schools, there ought to be separate books on the subjects; but they ought not to be smuggled into the readers which would make them cumbrous and defeat the general object of readers.

On the other hand, I doubt whether boys reading the primary course or the secondary course in the vernacular, who are seldom above eight or ten years of age, possess the capacity to understand many of the abstruse subjects mentioned, for instance, "the duties of a good citizen" which involve political teaching of the highest order, "the laws of health", "lessons in money matters", on "manufactures" and "the mechanical arts or sciences", "the characteristics of different races" or ethnology, and the like. For my part I think that a short manual embracing those subjects which are easily comprehensible to a lad of ten or twelve would be more useful than stray lessons in the readers.

As to the principles which should be kept in view in the selection of text-books for instruction in English, it is remarked (1) that readers should be graduated according to increasing difficulty of idiom. I do not quite understand how the difficulty of idiom for a foreign student can be graduated. Idiom is idiom, and the difficulty in understanding idiom involved in a short or long sentence is equally great. This difficulty is diminished as the student progresses in knowledge. I humbly submit that the gradation of readers should be regulated by the advancement of the student in knowledge and by the comparative proficiency or development he acquires at different stages of his progress, and as a guide to classification the plan adopted by the School Book Society in the preparation of its readers may fitly be adopted. In connection with readers I would recommend the use of Spelling Book No. 2 of the Society. It is a very useful compilation, and no Indian student in my opinion should go without it. In the present day our students are sadly deficient in spelling. I have seen B. A.s and M. A.s commit egregious mistakes in spelling, and this deficiency I attribute to want of proper attention to spelling in the lower classes of our schools. In Europe the idea of teaching spelling as spelling only, apart from reading lessons, is

now, I believe, condemned, but there the language taught is a vernacular, whereas here we have to deal with a foreign language, and what is good in the former cannot be necessarily so in the latter. The recent rage for "Spelling Bees" in England would, however, seem to indicate that the new system is not working very satisfactorily there, but whether so or not, it is certain that in Bengal it has sadly failed, and should therefore be set aside.

In clause three of their observations on readers the Committee remark—"We here take the opportunity of remarking that in the lower classes of secondary schools substantive knowledge had better be imparted in the vernacular."

I cannot concur in this. I think that the students in the English schools should be taught as much as possible and as early as possible to think in English. This however cannot be the case if substantive knowledge be imparted in the vernacular and English taught as a language only. In the lower classes, except the very lowest, explanations should be given in both English and the Vernacular, and while the vernacular will help the student to understand the meaning of words and objects fully, the English exposition will enable him to increase the stock of his knowledge of English and to acquire facility in speaking in that language. In fact, the vernacular explanations should be treated as signposts to the English road.

As for history I would not be content with the history of India supplemented by that of England. I would add the histories of Greece and Rome, and, if possible, a small universal history. A good knowledge of history is essential to a proper appreciation of the progress of society and thought, and as historical allusions abound in English books, a student not possessing a fair knowledge of the leading facts of general history meets with difficulty at every turn. As unfortunately under the University system the bulk of our youths do not advance beyond the entrance standard, a sufficient knowledge of history would be exceedingly useful to them in future studies at home.

Regarding arithmetic I am of opinion that mental arithmetic according to the rules of *Suvankara* in our schools, both Vernacular and Anglo-vernacular, would be exceedingly useful. Under the present system of instruction these most useful rules are rapidly falling into disuse. It is not unfrequently seen now-a-days that a graduate of the University cannot in the ordinary business of life work out a common sum of interest, measurement, wage or barter without the aid of slate and pencil or paper and pen, while a peasant boy who has learnt only the rules of *Suvankara* may give answers in a trice without any such extraneous aid. The Bengalis have been proverbially good arithmeticians, and they were indebted for this proficiency to the rules of *Suvankara*, but under the present system of education they are losing this distinguishing merit. I would add zemindari and bazaar accounts and book-keeping to the course of arithmetic.

PARA. 16.—I was not sufficiently explicit in my previous Note on the subject of technology. I am of opinion that crude names should as a rule be transliterated, but that all terms which express qualities of things, symptoms of diseases, results of manipulations and experiments, in short which connote ideas and are useful only so long as they can serve that purpose effectually, should invariably be represented by their corresponding vernacular terms or by periphrases according to circumstance, but never transliterated. Correlative

words like "fever" and "consumption", and compound chemical names in which every member is required to retain its distinctive meaning, ought to be rendered into the vernacular. The great object of instruction is not words but ideas, words serving only as vehicles for ideas, and those words must be the best for instruction which most readily convey much ideas. Inasmuch, however, as there seems to be a very strong and apparently irreconcilable feeling in the matter, and it is not desirable to prolong discussion about it, I agree with the majority of the Committee that we should let the matter alone and watch the development of the different schemes "in the struggle for existence". But this opinion is not consistent with the decision recorded by the majority that "transliteration of European scientific terms should be employed in all cases where precise vernacular equivalents are not already in current use". This decision is not in accord with the policy of neutrality professed by the Committee. Either the Committee should adopt a scheme definitively or give fair play to all. To say that "the question will ultimately settle itself", and then to give an adhesion to one in preference to others, is neither fair nor just.

APPENDICES

TO THE

REPORT OF THE COMMITTEE

APPOINTED TO EXAMINE THE TEXT BOOKS IN USE IN INDIAN SCHOOLS.

APPENDIX I.

Note by the Hon'ble Sir Edward Bayley, K. C. S. I.

I do not propose again to examine the state of things analysed by the various local Committees, or what has been since effected by the various Governments.

That has already been done in the reports of the Sub-Committees and in some of the valuable notes with which we have been favoured. I prefer stating briefly what seem to me to be brought out as the characteristics to be required in future text-books.

And before going further I may say that one thing is such needed for *all* the purposes of education all over the country, and for the application of sound general principles to its guidance, that is, some general classification of schools, and of the standards taught in them.

It is not necessary that all the sub-divisions of schools should be alike in every province; but there ought to be no difficulty in drawing certain broad lines so as to include the schools up to certain standards everywhere. I see no reason why such a division should not be adopted universally, alike in the most backward and most forward provinces.

Of course I do not mean to say that nowhere should boys belonging to more than one division be taught under the same roof, but for statistical and financial purposes the classes of each general standard should, I think, be separately reckoned. It would be, I believe, a great advantage if a standard of "entrance" were adopted for all classes except the lowest, corresponding to the pass standard of the highest part of the class below.

I make no specific proposals here, for, as the Committee are aware, the subject is being separately dealt with, but it would be a great aid in dealing with school-books if the kind of schools for which each is destined could be distinguished.

With this preliminary remark, I proceed to consider the question of English school-books. With the exception of Todhunter's Euclid and perhaps Pott's, Barnard Smith's Arithmetic as just revised, few English books existing seem to meet with complete approval.

For the teaching of English as a language, the following books seem required: a well graduated series of readers at least, an easy and introductory grammar and some graduated books of exercises, also a good spelling-book.

The fault of all existing books, except one or two recent ones, seem to be that they have no explanations or glossaries in the local vernacular. Another fault seems to be that the reading books commence with letters and words of one syllable for the purpose of teaching sounds, as if to English children, neglecting the fact that, so far as these first steps of reading are concerned, the boys to be taught have already acquired them in the vernacular. Again the lessons are made to refer to unfamiliar things, and much time is spent on the clear explanation of these, which would be better expended in learning the language itself. The subjects of the earlier lessons should certainly be such as are already familiar to Indian boys, a condition, it might be thought, not very difficult to satisfy.

No doubt there is less force in this objection as regards the more advanced books, and this for two reasons: one is that it is very difficult to get books of this character written in a really good style, thoroughly idiomatic and elegant, except by easy extracts from English books; and secondly, because, as they are intended to be an introduction to the study of English literature itself, it is as well that the student should be gradually familiarised with the objects, words and habits of thoughts which fill English literature. The higher class of books for use as English readers should, therefore, I think, be books made up of easy extracts from thoroughly good English writers.

As to the grammar to be used, I should have thought it need not go back to the first elements of the science of grammar, for I should have imagined that boys coming to an English school would have learnt these elements already in their own vernacular. We are informed, however, that this is only very partially the case. If the suggestion made above as to requiring an Entrance Examination to schools of the higher classes could be adopted, it would be easy to insist on the correction of this fault.

Comparatively little attention appears to be paid to English composition, and so far as I can gather, no good text-books for this subject exist. Far more attention should be paid to it. A good graduated series of such exercise books should be procured or prepared. A good spelling-book should also be, I think, universally introduced, though not in the *lowest* English classes.

For all these sets of books, readers, grammars, exercises, and possibly for the spelling-book, vernacular glosses and glossaries should be provided. They could, if any English books are generally adopted, be separately printed as appendices in the several vernaculars and bound up with the English texts.

The cardinal principle to be followed seems to be to provide books that will teach English and English only—English, that is to say, in correct grammar and idiom and with accurate spelling. Nothing more should be, in my opinion, aimed at; to give instruction in any subject is certain to distract the attention from the medium in which it is given, and till that medium is once thoroughly mastered, the objection against giving instruction through it still exists.

Readers then should, as I have said, be first made to deal with familiar subjects, and should be amusing and interesting. The later books may be such as introduce more of European thought to the student, but care should, in teaching, be taken to dwell on this only so far as it may be necessary to see that the sense is thoroughly understood by the student.

The question next seems to be whether an *imperial* series of English books should be prescribed. No doubt, if this were so, the difference of vernaculars in the various provinces as a means of explanation need form no difficulty, for this may be obviated by the method already indicated. Still I am opposed to the creation of any such authorized series.

No books as I have said, *perfectly* satisfactory seem to be in existence, though Macmillan's series is, perhaps, nearest approach to the right standard, and the Madras series will probably be equally good.

There are, however, many objections to prescribing imperial manuals. They will necessitate the formation of a standing Imperial Committee for selecting such books, or else, if even prepared under the supervision of Government, they will always be liable to be superseded by the production of better books through the enterprise of private persons. There is no adequate machinery attached to the Government of India, nor could it be, I think, supplied without undue expense.

Besides there are more serious practical objections. It will be very difficult to adapt a work, say like Barnard Smith's Arithmetic, to the local measures and weights of Bombay, the Punjab, and British Burma and Madras. Moreover, the books are sure to be unwillingly received by local authorities who are certain to carp at selections thus involuntarily made for them.

Finally it is impossible to get books equally adapted to *all* schools. Thus the books which suit a Burmese monastic school might not be held suitable for a non-conformist, a Presbyterian or a Roman Catholic missionary school, and books quite unobjectionable for the latter would certainly be often unsuited for use in Government non-sectarian schools.

I should be disposed simply to lay down general instructions of the objects to be sought in books of this class, at most indicating a few existing books as those which come nearest to the model proposed.

If this latter step be taken, it will be well to distinguish between those adapted to Government schools and those which may be admitted in aided schools, *e. g.*, a book which teaches histories in a sectarian sense *may* be a very good book *quoad* the class for whose sectarian feelings it is suited; and indeed a good book absolutely except only the sectarian bias displayed, and it need not therefore be altogether rejected.

Books however condemned for other and more general reasons should be *prohibited* by the Local Governments.

As regards *English* books on history and geography, I should require that they should commence with the History of India, and should then take in the outlines of general geography, winding up with special attention to England. They should be written in simple and easy English.

Physical geography should be taught at least in the lower English classes by some easy manual, giving the outline of the principles of physical geography and illustrating it by provincial, and when possible by local examples. I believe Blanford's is a good example of this style of book, but I would not, for reasons stated, actually prescribe it.

As regards geometry, so long as the universities prefer Euclid, no doubt it will be convenient to teach Euclid at any rate in the higher classes, but I confess myself to a great predilection for the "algebraical edition" in which few *words* are introduced, but the matter is shown almost wholly by lettered diagrams and algebraical symbols. I believe however that the University Examiners set their face against teaching on this form, otherwise I should be inclined to prescribe it.

Boys who have advanced as far as algebra will probably not be confounded by the use of non-Indian weights and measures, otherwise it might be an improvement if some of our better algebras were recast as to their examples, so as to avoid this obstacle.

If any imperial authorized book at all is to be made, however, I should recommend one on hygiene, this might be compiled by the Sanitary Commissioner* with the Government of India, but should avoid all controverted subjects, and should confine itself to the plain and indisputable laws of diet, clothing, cleanliness, ventilation, removal of refuse, planting of trees, cremation, burial, and the like.

* Or selected by him from books produced by competitors for a reward.

But I feel sure that even if authoritatively published by order of the Government of India, it would be received with great jealousy by local authorities.

Much of what I have said applies to vernacular school-books. There will certainly be greater difficulty in preparing any imperial series and more jealousy evoked by attempting to enforce its use.

Moreover, if the books were composed originally either in English or in some one vernacular, they could be reproduced in others only by translations—a mode of production which is sure to fail in giving satisfaction. Even an adaptation is certain not to be as good as an original local work, and of these apparently there are some already which appear to give fair satisfaction, such as Mr. Hope's series of Gujerati readers.

As regards certain provinces, it seems probable that when the present supply is defective, the defect is likely to be supplied by private enterprise if only the exact requirements of the Educational Department are known, and in these provinces it would seem that the desire to supplant other competitors will always produce writers who will endeavour to improve even in those books which are actually in use.

This may be said to be the case more or less perhaps in Lower Bengal, Bombay and Madras. Elsewhere private enterprise is apparently not so active, and may require the stimulus of rewards to induce writers to take up the subjects required, or it may be even necessary to employ writers specially for the purpose.

But I would leave the matter entirely in the hands of the Local Governments, advised and assisted by Local Standing Committees.

Only very general lines need be laid down by the Government of India to which each series should conform. In this respect much of what has been said in regard to English books will apply, only vernacular books should in their lowest grade be more suited for young boys than the English series, for I hold that it should be a cardinal rule not to allow boys to commence the study of English until they are able to read and write fairly well in their own vernacular, and till their intelligence has been awakened and somewhat exercised through the medium of their mother-tongue.

Again, as to books on science for the higher classes, I fear that it will for the present be necessary to rest on translations or at best adaptations of English works. I regret that this should be so, for though there are no doubt in some provinces a few native gentlemen fully competent to the production of original vernacular works on these subjects, yet for the present there is little demand for such books, and in some provinces there is no one fitted to produce them.

Still I think they should be provided (though I know this opinion is not universal). I feel certain that lads will make much better progress, even in higher branches of science, if taught in their own language rather than in English. I am old enough to recollect when it was still held by high authorities, that science should be taught in England only through the medium of Latin, and know the benefit which the existing generation has derived from the ultimate prevalence of the opposite doctrine, and I am quite sure that the case will be the same, *mutatis mutandis*, in India. Indeed, even when boys are to be examined

through the medium in English in such subjects, I should *teatch* them through the vernacular. There will be much less danger of their acquiring knowledge merely by rote.

As to a school series in Arabic, Persian and Sanskrit—there is more to be said in favor of an imperial series, and it is not to be forgotten that some half century ago the Government of India actually commenced the preparation of such a series. I am not at present in a position to say how far the attempts advanced, or what has become of the works so prepared. So far as they are of value they might be utilized, but I would hardly go further, except at the request of the Local Governments. Practically there are not many schools which take up teaching in these languages, and though I am quite of opinion that these should, if practicable, be brought within Government influence, still, with regard to them, the objection of teaching subjects other than the mere language through a foreign medium applies as much as in the case of English schools, and as regards the languages it is probable that to obtain influence in such schools, it will be necessary to accept the wishes of the conductors of these schools to a great extent as to the books to be read, and this will interfere with all uniformity.

I would therefore leave the actual selection, or if it be needed, the procuring or preparation of all school-books, in whatever language, to the Local Governments aided by a Standing Committee. Annual revision of the books should take place, and the annual recommendations of the Committees should be duly considered, and revised lists published by Government.

It may be necessary to add a caution against too sudden changes, *e. g.*, if a class has begun with a series of graduated books, it may be very inconvenient to break off their teaching and recommence it with the latter end of another series of similar books, and it may be better that a class so taught should go on to the end with the series in use rather than begin with a fresh one, even if the latter be recommended for ultimate adoption in supersession of the other. This is however virtually a matter of discretion in each case.

I have only to touch on one more point of importance in connection with the primary object of the Committee. I mean the subject of the scientific terminology to be adopted. No doubt in the end practical convenience will determine this point, and when once scientific teaching and reading becomes at all general, the question will settle itself; meanwhile it seems hardly possible to avoid for the present the adoption of some compromise between translation and transliteration.

No doubt, too, there are difficulties which beset either method, there are on the one hand sources of supply, the classic tongues of Arabia and India, Arabic and Sanskrit, from which materials may appropriately be adopted for a scientific terminology in harmony with either group of languages in use, but then if we employ these materials we should either have two competing groups of terms or else one set of students will have to learn terms as foreign to them as English would be

Moreover, there is this further difficulty in taking terminology from a Sanskrit or Arabic source, that the terms which already exist often describe an idea so closely approximate to that for which it is desired to procure an equivalent that it is impossible to select any other, and yet to one conversant with the true meaning of the term selected; it may nevertheless convey an idea not exactly the same as that which it is sought to represent, and this slight divergence may be the cause of much confusion and even of serious errors.

On the other hand, no doubt mere transliteration into the native character often results in producing a word which it is difficult to identify with the original, and in fact the student has to learn what is in fact a new language.

But Government must, if it sets to work to select a set of scientific books, adopt some uniform mode of expressing scientific terms, and on the whole I see no method so good as transliteration, it need not be carried to a fanatical extent, so as to supersede terms already in ordinary use, such as those for gold, silver, blood, hair, brain. Though even in respect of these, there may be some difficulty in using them in combination, as for example, as in the case of "sulphuret of silver," "blood corpuscle," &c., when probably transliteration would present the simplest and best mode of rendering the idea to be represented.

Whatever Government adopts now, however, should only be considered provisional, and should be discarded if any better mode of dealing with the subject establishes itself in common use.

Finally we have to consider the third subject submitted to us, and which, as I gather, involves the question of preparing professional manuals in the vernacular of a more advanced character than ordinary school-books, though still in a somewhat popular form.

Thus, I understand from Dr. Leitner's observations that this part of the Resolution contemplates the preparation of manuals on general jurisprudence—on the constitutional law of India—on the leading principles of policy by which the British administration of India is guided—and on the principles of evidence to which I think some other similar manuals might be added on other subjects—such as on the theory and practice of the separate local revenue systems and their practical application and on the duties of Executive Officers.

Some of these would no doubt be, must be, compiled as imperial works, others might be better as local works. Except Mr. Thomason's Directions to Settlement Officers (now expounded with Directions to Revenue Officers) for the North-Western Provinces, and Mr. Cust's Manuals which latter have been translated into several vernaculars, no attempt of the kind has ever been made in this direction so far as I know. These have, I believe, been already translated in Urdu and Hindi, and a new work or works for the North-Western Provinces, Oudh and the Punjab, might easily be founded on them.

The principles of evidence and a few books of a similar technical character might be written by a competent lawyer selected for knowledge of the subject. There are some native lawyers who could undertake such tasks. Mr. Justice Holloway would probably better than any living man write a manual of general jurisprudence for India. Perhaps Colonel Chesney might be employed to write on the general principles of our administration; with some reading, he would be fully competent to do it.

I know of no one competent to write a constitutional history of India; to be correct much of such a history must depend on information which has never been published. I know just enough of *this* to be certain* that a great portion of what has been published is gravely incorrect, but few men possess even the knowledge of where to look for the necessary data, and I think no mistake would be greater than for Government to put forward any authorised work on the subject which was not absolutely and accurately true.

* For example, the real history of Warren Hastings' transactions with the Begums has yet to be written. This matter involved a very curious point of constitutional and international law, which, though it has been the subject of several subsequent legal decisions, can hardly even yet be said to be quite settled. Warren Hastings' adversaries never understood the real facts or their bearing, and as these facts did not even in their true shape tell very well for Hastings (at least as regards his statesmanship), his friends were chary of dealing frankly on the subject.

All these books if published in an imperial series would, of course, in whatever language they were originally composed, whether in English or in some one vernacular, have to be read in translation by the majority of those for whom they are intended, which of course would be a drawback.

APPENDIX II.

Note by Colonel R. M. Macdonald, dated Simla, the 15th June 1877.

I.—Bengal.

The report of the Bengal Committee shows that a great deal of valuable criticism lies buried in certain ledgers which were intended to be available for reference on all future occasions, but which have not been available even for the purposes of the present inquiry. In a great number of cases we have no means of knowing the grounds on which various books have been condemned, and the authors and publishers are still worse off, as it has been deemed inexpedient to publish the lists of books which, in the opinion of the Committee, should be excluded from schools in Bengal. It appears to me that one of the main objects of an inquiry of this kind is defeated if all adverse criticism on school-books is suppressed. A clear exposition of the faults of existing school-books seems the first step to the production of a better series. Even good books might probably be made better, and possibly some books which have been condemned might be so much improved that they would eventually deserve a place in class A instead of class B I think therefore that the Lieutenant-Governor should be asked to reconsider this question, and that in the event of List B being published, remarks should be appended showing the objections to the books condemned.

2. As regards English books Mr. Atkinson considered that no direct action on the part of Government was needed. Improved books would be forthcoming as soon as it was known that there was a demand for them. The Lieutenant-Governor concurs in this view. The report called for on Messrs. Thacker, Spink and Co.'s English series does not appear to have been furnished, and there is no information before us regarding the merits of the improved edition of Babu Pyari Churn Sircar's Reading Books. It may be observed that the plan of relying on local efforts for the production of English school-books has been tried in India for the last quarter of a century or more, and that it has not as yet been successful. Further experience seems needed before it can be decided whether it is likely to be successful now.

3. The Bengal Committee have made no report on Hindustani, Persian and Uriya books. A report on Uriya books is very much wanted, and it seems very desirable that one should be called for.

4. As regards the preparation of Bengali school-books no artificial stimulus is, in the opinion of the Committee, necessary except in the case of scientific works for advanced students, and the Director of Public Instruction recommends that Government interfere as little as possible in the matter of Bengali school literature. This is, I believe, also the view of the Local Government, and it seems to render any action on the part of this Committee unnecessary.

5. On the important question of terminology, I am inclined to agree with Mr. Woodrow.

6. In Bengal the authorities of every school, aided or unaided, choose their own books, but are apparently restricted in the choice of vernacular books for certain examinations to a list drawn up by a Central Committee. It has been suggested at one of our meetings that a Standing Committee might be appointed in each province, and that no books should be used except books recommended by this Committee. In the Madras Presidency it has been customary to prescribe particular books for Government schools, but to interfere as little as possible with aided schools in such matters. If a Standing Committee is appointed on the footing suggested, the managers of aided schools will not be satisfied unless the list of books approved includes most of those already in use, some of which, without being actually bad, can scarcely be called very good. Some of these will necessarily be of a religious character and quite unsuited for Government schools. I do not see why the best book in each subject should not be prescribed for Government schools, or why we should interfere with aided schools, unless called on to do so owing to the introduction of an immoral or manifestly improper book.

II.—Bombay.

7. The Bombay Committee have devoted only two pages of their report to English books. We have very little information before us with regard to the revised edition of Howard's series, nor do we know what steps have been taken with regard to the preparation of a History of India and an English Grammar both of which are described by the Committee as desiderata. With regard to English classics it seems doubtful whether Milton and Shakespeare should be studied as the Committee propose, even in the form of selections, by boys who have not yet matriculated.

8. A high eulogium is passed on the Gujarathi and Marathi reading books. I think that we might suggest the publication of an English translation of these books, as the matter contained in them would probably be of value in the preparation of reading books in other parts of India.

III.—Madras.

9. My connection with the Madras report renders it unnecessary for me to say much about the recommendations of the Madras Committee. Mr. Porter's remarks on the teaching of geometry will, I hope, be discussed at one of our meetings. The views of the Madras Committee have not been altogether carried out by the Local Government. I still think that an imperial series of readers prepared by the most eminent men available in India would probably have been better than a local series. Our Committee will probably consider it inexpedient to disturb the arrangements already made, but it is still open to us to recommend the compilation of an imperial series. If such a series is prepared I hope that the work will be done in the manner recommended by the Madras Committee, and not in the manner in which it has been ordered to be carried out by the Madras Government. If books are to be prepared by gentlemen who have other laborious duties to attend to, either there will be great delay, or the work will be done hastily and carelessly.

IV.—North-Western Provinces.

10. Very little is said in the report of the North-Western Provinces Committee about English books. Nearly all the English Readers and Grammars in use are praised, and no desire is expressed for any change. In many cases the verdict given is that of a single member, and generally of only two members. Several of the English books have been examined only by Native gentlemen, and in one instance one gentleman has reviewed his own book. As regards the vernacular books the most striking feature in the report is the wide divergence of opinion among the gentlemen by whom the books were examined, and even when the reviewers agree, their decision is often called in question by the Joint Magistrate of Benares and the Director of Public Instruction.

V.—Oudh.

11. The Oudh Committee are dissatisfied with the English Readers in use, and suggest that if the Bombay authorities do not supply the want by issuing a revised edition of Howard's series, the "Arts Syndicate" of the Calcutta University be asked to appoint a Committee to "decide upon the essential characteristics that should be found in English elementary school text-books, and having so decided to appoint gentlemen to compile a school series." The Chief Commissioner approves of this suggestion, but it seems to me one which cannot be supported by our Committee.

VI.—Punjab.

12. The Punjab Committee have recommended the preparation of a new set of English Readers, and an Urdu-English Grammar, and the Lieutenant-Governor has referred the question for the consideration of the Government of India. Our Sub-Committee have invited our special attention to Mr. Cordery's hints for the compilation of a graduated series of English Readers with which they heartily agree. Many of these hints are very valuable, but I doubt the expediency of introducing into the English Readers such matter as a statement of our objects and reasons in making a settlement, the duties expected under our régime from Native subordinates and the relation of an advocate to his client. It would be necessary to manufacture lessons on all these subjects,

and as a general rule such lessons are far inferior for the purpose of teaching the English language to well chosen extracts from the works of authors of established reputation. The proper place for lessons on such subjects seems to me to be the vernacular series. Mr. Cordery's view is that "each broader division of race should have its own course" of English Readers, and accordingly some of the matter proposed has special reference to the Punjab such as stories from the Punjab Rajahs, the life of Nanak, the rise of the British power in the North, &c. I have already stated my preference for an imperial series of Readers, and the Lieutenant-Governor dwells on the difficulty of finding persons with leisure and ability to undertake the task of preparing a local series for the Punjab. If an imperial series is decided on, an edition of it might be published with some special lessons to adapt it to the Punjab. With regard to English poetry Mr. Cordery suggests that Thalaba should be read in the preparatory matriculation class, and Lala Rookh in the matriculation class. Neither of these poems seems at all suitable. We are not yet in a position to pronounce any opinion on the books and specimens of books submitted to us by Major Holroyd, but as nothing has been done with regard to an Urdu Poetical Reader, it seems a question whether the Majmuah Sakhun, referred to in the Oudh report, might not be recommended for adoption with such revision as might appear necessary. Mr. Blochmann of the Calcutta Madrassa gives it a high character.

VII.—Central Provinces.

13. The Chief Commissioner, Central Provinces, considers that the scope of the Government resolution regarding text-books is "clearly limited to the case of reading books and books on miscellaneous information, and does not directly bear on grammars or text-books in arithmetic, geometry, geography, or history, all of which have been examined and criticised by the Committees." This construction seems to be erroneous, but as it has not been acted on by the Committee, the error is of no importance. The Central Provinces draw their supplies of English, Marathi, Hindi, Urdu and Uriya books from other provinces, and it has, I think, been wisely determined to continue this system; a local colouring is however to be given to the Marathi series by adding an appendix which is to be bound up with the original Readers. The least satisfactory part of this report is that relating to Uriya books in Sambalpore. The Zillah Inspector charges enormous prices for the books in use, and the copy-right of a series admitted to be unsuitable cannot be purchased save on terms which are absurdly high. The circumstances under which this state of things has arisen seem to call for some investigation. The statement that no Euclid exists in Uriya is a mistake. The first four books of Euclid were translated by Babu Nobin Chunder Sorunghee about eighteen years ago. The copy-right was purchased by the Madras Education Department, and the first edition was printed at Cuttack. He also prepared an Algebra, but the manuscript was returned to the writer, and I do not know whether it was ever published.

VIII.—Berar.

14. The Berar Committee consider that it is a part of their duty to examine books prescribed by the Bombay University, observing that if any book is universally condemned, its rejection by the University must surely follow as a matter of course. They do not however seem to have made any remarks on University text-books. As is the case in the Central Provinces, Berar seems to have no school literature of its own; and although the compilation of two or three books is suggested by the Committee, the Resident has, I think, judiciously decided that those proposals shall stand over until the result of the measures adopted in the larger provinces is known. The changes recommended by the Committee with regard to certain vernacular text-books are approved by Mr. Saunders. I am surprised that it has been resolved to retain the Bag-o-bahar as a reading book. Even if expurgated, it seems a very unsuitable book for schools, and there is nothing in the report to show that any expurgation is contemplated.

IX.—Mysore and Coorg.

15. The Mysore and Coorg Committee have, as pointed out by the Chief Commissioner, gone beyond the scope of their enquiry in criticising the Madras University course. Their recommendation that standard editions of classical authors in Sanskrit and the vernaculars should be published under the sanction of the Syndicates of the Universities, seems also a matter beyond their province.

They propose that Government should publish expurgated editions of the Magha and Naishada and of the principal Sanskrit plays for the use of schools, but it seems improbable that works of this advanced character are usually read in Government or aided schools. The Chief Commissioner agrees with the Committee in their observations regarding instruction in mental and moral philosophy. It seems to me that mental philosophy is not a subject which can be taught in schools. Whether good morals should be inculcated by the introduction of a work specially prepared for that purpose, as proposed by Sir Richard Meade, or by lessons in the vernacular and English Readers, is a question which should, I think, be discussed by our Committee. The construction of some cheap kind of globe for vernacular schools is suggested by the Committee. If possible this would be very desirable, but I fear it will not be found easy. About twenty years ago one of the Inspectors in Bengal devoted some attention to the subject, and reported that he had succeeded in constructing a globe, and not a cheap one. The Committees generally have not gone into the question of text-books for normal schools. A work on school management of the kind described by the Mysore Committee is very much needed for vernacular school-masters. A book of a more advanced character seems also needed for the masters of middle class and higher class schools. The main work of these men is to teach a foreign living language, and on this subject English books on method give little or no information. The Committee consider that algebra should be taught in English, but observe that a work on this subject adapted to India is a desideratum. The preparation of such a work is not however included in their summary of proposals, and it does not seem to be necessary. A translation of Lund's Geometry and Mensuration is recommended. Lund's Geometry was translated into Tamil many years ago and was used for some time in many of the Madras schools. The fourth Madras Tamil Book, which is praised by the Committee, does not exist. The Mysore Committee are at issue with the Madras Committee regarding the Telugu Nala Charitram. The style is admitted to be very good, but the book contains, according to the Mysore Committee, "several passages which have a demoralizing tendency and as calculated to excite sensual feelings, it further recognizes the doctrine of fatalism" We were unable to find any such passages, and even the Æneid might be objected to if every passing reference to fatalism were sufficient to condemn a book. The remarks which have been made with regard to a series of local Readers for Madras and the Punjab apply also to the proposed Mysore series. No opinion is expressed by the Chief Commissioner on the Committee's proposal that a conference should be held of delegates from Madras, Bombay and Mysore with a view to a common understanding being come to with regard to Kanarese school-books. The suggestion seems to me a valuable one. I see no necessity for the preparation of a special series of reading books for girls, which is described as a desideratum in page 35 of the report. One book would probably suffice.

X.—British Burma.

16. In British Burma measures have been taken to prepare a special series of text-books for Burmese schools, but the Karen books have not been examined.

XI.—General Remarks on English Books.

17. I have derived a great deal of valuable information from these reports and from the various papers which have been submitted to us, but I see no reason to alter the opinion expressed in the Madras report that an imperial series of English Readers, an imperial English Grammar and an imperial History of India should be prepared on the principles therein indicated. I would not however force these books on any Presidency or province in which the authorities prefer a local series. For the reasons stated in the Madras report, I see no reason for preparing a special general geography for the use of the upper classes, and I think that each province should have its own Geography of India. An imperial series of coloured prints of the different varieties of the human race in their national costumes, of all important remarkable animals and plants, of natural phenomena, such as waterspouts, volcanoes, simooms, ice-bergs and other interesting objects, is, I think, required for Indian schools. As regards Arithmetic, Algebra and Euclid in the upper classes, it seems unnecessary to prepare any more books in this country, as the existing ones are sufficiently good.

XII.—General Remarks on Oriental Books.

18. In such languages as Sanskrit, Arabic, Persian and Hindustani, it does not seem necessary for each province to use different books. The same remark applies to vernacular languages which are common to several provinces, such as Marathi, Canarese and Uriya. Here again, however, I would not force any particular set of books on any province. The best books will probably make their way, provided their existence is made known. What is required is the diffusion of information on such subjects. In Madras, for instance, it was decided that no Committee should be appointed to examine and report on Hindustani and Persian books, until the result of the deliberations of the Committees in the other Presidencies was known, but these reports have never, I believe, been communicated to the Madras Government. I think that all these reports should be published and extensively circulated, and that they should even be communicated to the Press.

19. With regard to reading books in such languages as Bengali, Tamil, Gujarathi, &c., I think that each province must be left to itself, but if English translations were ordered to be published of all vernacular reading books which are the property of Government, a great improvement would probably be effected in the character of these books. They would be subjected to a much severer criticism than is possible now. Any inappropriate matter which might creep into any series would call forth comments and would probably be expunged, while any good matter which the series contained might furnish useful hints to a compiler in another province, or even be directly translated into some other language. If any work of extraordinary merit appeared in any vernacular language, Government might purchase the right of translating it into English and the various vernacular languages of India. Bengal, for instance, has a very extensive school literature, much of which appears to be of considerable merit. The neighbouring province of Orissa is, I believe, very badly off in this respect. But this should not be the case, for Bengali and Uriya are languages so closely allied to one another, that a Bengali book can be translated into Uriya with extreme facility.

20. In such subjects as grammar and poetry one vernacular language cannot render much assistance to another, but I think that there would be some advantage in publishing English translations of the poetical selections read in Government schools. The Bombay report shows that very objectionable poems have been studied in that Presidency, and the most effectual check on such abuses would probably be afforded by an English version, open to general criticism.

21. I would also publish English translations of all elementary books on arithmetic, geography, history, &c., prescribed for Government schools, unless these books are themselves translations of English books on these subjects.

XIII.—Standing Committees.

22. I am in favour of appointing Standing Committees in each province for the examination of text-books, but I would restrict their functions to criticism. They might recommend the introduction of any new book into Government or aided schools, but the ultimate decision should rest with the authorities in whom it is now vested. The Committees should, I think, be required to give their reasons for approving or disapproving any book examined by them, and their report should appear at certain fixed intervals. An annual report would perhaps be best. The managers of aided schools should be represented in the Committee, and every book should be examined by at least three or four persons. The difficulty of arriving at a verdict is no doubt increased by employing several persons to review a book, but the chance of a wrong verdict is lessened.

XIV.—Classification of Schools.

23. I think that our Committee should go into the question of the classification of schools in the different provinces. The information before us is still incomplete, and Major Holroyd's revised statistical forms and memorandum have not yet been seen by all the members. There is a great deal to be said in favour of the institution of a middle class examination, and upper primary school examination and a lower primary school examination, but it is not so clear that these examinations should be made compulsory. In the Madras Presidency the

managers of aided schools object to the promotion of their pupils being made dependent on such examinations, and some consider it an evil to multiply such examinations. The division, for statistical purposes, of schools into departments cannot be said to be open to any objection, although opinions may differ as to the proper standard for each department. A course of nine years seems to me sufficient up to matriculation, but in that case the lower primary school would represent a two years' course and the upper primary school a two years' course. I do not think that a boy can be expected within these periods to learn as much arithmetic as Major Holroyd proposes, but he appears to contemplate a course of ten years.

XV.—Law, Jurisprudence, &c.

24. The question of the production of vernacular text-books on such subjects as law, jurisprudence, the principles of evidence and other similar departments of an educational course adapted for the training of aspirants to official employment or public life under Government, is one attended with considerable difficulties. It cannot, I think, have been intended that such subjects as law and jurisprudence should be studied in ordinary schools, and vernacular law classes exist, I believe, only in certain provinces, in which English education has not as yet made much progress. In the Madras Presidency degrees in law are conferred only on persons who have graduated in arts, but there is a series of minor examinations known as the uncovenanted civil service and special test examinations for aspirants to official employment. Some of these examinations are conducted in English and some in the vernaculars, and several of them are examinations in law. Unless the proposed manuals are prescribed for these tests, it is doubtful whether they would command any sale. Such books seem therefore mainly needed for those provinces which have vernacular law classes, although they will be useful in other parts of India, if any one can be induced to read them. The manuals should, I think, be prepared in English by the most eminent men whose services can be secured and be afterwards translated into the various vernacular languages with such adaptations as may be necessary to make the books thoroughly intelligible. Sir Sumner Maine might be asked to write a popular treatise on jurisprudence, Sir James Stephen on the principles of evidence, Mr. Holloway, Mr. J. D. Mayne and Mr. J. B. Norton on various branches of law. Mr. Bobertson is, I believe, preparing an agricultural class-book for the students of the agricultural school at Sydapet, and an excellent manual of hygiene has been prepared by Dr. Dhanakoti Raju. This work exists in English, Tamil and Telugu, and is used in many schools of the Madras Presidency, although it has not yet been adopted in Government schools.

APPENDIX III.

Note by R. Griffith, Esq.

Note on the proposed revision of text-books used in Government schools.

1. The recommendations of the Provincial Committees:—

a.—The preparation by competent scholars, well acquainted with the requirements of Indian boys, of a new or thoroughly revised and recast series of English Readers.

b.—The preparation of an English Grammar written in the vernacular for the lower classes.

c.—Four Committees recommended the preparation of a new History of India. Other Committees approved or appeared to be satisfied with Lethbridge's History of India, which is the text-book for the Entrance examination of the University of Calcutta. Collier's British Empire, which is also a text-book of the University, was approved by Bengal and Madras. The Bombay Committee considered Smith's series to be the best in the absence of a series written for Indian students. Mysore approved the same series. For junior classes Little Arthur's and Mrs. Markham's Histories of England were approved in Bengal.

d.—Geographies by Anderson, Duncan, Clyde, Blochmann, Piari Charan, and Piari Lal Shome received qualified commendation. Madras was of opinion that separate books were required for each province, and Mysore that Local Geography should be the foundation, and that a new book was required which should be divided into:—Introduction and general view: India in detail: general: physical. Burma also thought that a new book was required. Neither in history nor geography were there completely satisfactory text-books.

e.—The text-books in Arithmetic, Algebra, Mensuration, and Physical Science should be retained as generally satisfactory. As to Euclid, Todhunter and Pott were approved. In the Panjab the introduction of Huxley's Science Primers was recommended.

f—The reading books in Guzerathi, Marathi and Sindi were approved. For the Central Provinces the preparation of a new series was recommended. The Uriya series was reported to be dear and bad. No satisfactory history or geography in the vernacular seemed to exist, except for the lower classes in Guzerathi. The expurgation of various books was recommended by the Bombay Committee. In the North-Western Provinces there was no graduated series of Hindi or Urdu reading books. The books used as Readers were nearly all recommended for revision. The geographies were generally condemned as antiquated, inaccurate, and unscientific. The historical class-books were more or less objected to, and the vernacular grammars were not satisfactory. The mathematical books were generally approved. The North-West Provinces Committee do not seem to have examined books in general consultation: the books have been examined by Sub-Committees of two or three members, one of whom higly eulogized, while the other vehemently condemned the same book. It is therefore impossible to say in many cases what the judgment of the Committee really was. The Oudh Committee considered that the vernacular text-books in use were for the most part satisfactory, but certain changes were recommended, such as new and revised editions, and the preparation of an enlarged and amended History of India. In the Panjab various revisions, substitutions and additions were recommended.

2. What has been done to carry out the recommendations of the Committees:—

a.—The preparation of a new series of English Readers, an English Grammar, and a History of India, has been undertaken by Madras, and is still in progress.

b.—A revised edition of Piari Charan Sirkar's Readers, under the editorship of Mr. Lethbridge, has been brought out for Bengal. A History of India and a History of the World have been brought out by Mr. Lethbridge, together with two volumes of selections of English Prose and Poetry for middle and upper classes. In fact a whole series of text-books for Indian schools has been published by Macmillan under

Mr. Lethbridge's editorship. The selections and other books of the series have been introduced into the curriculum of the schools of the North-Western Provinces. Babu Mathura Prasad Misra of Benares has published a series of Primers and Readers for junior classes, and two very useful exercise books in English, the explanations and sentences for translation into English being given in Hindi and Urdu.

For English Readers the Berars and Oudh have been looking to Bombay, and Bombay has been looking to Oxford for the series promised from Clarendon Press, the series apparently which has lately been edited by Mr. Lethbridge.

c.—In the North-Western Provinces the use of the books absolutely condemned by the Committee has been prohibited. A new Grammar in Hindi and Urdu has been published and introduced. Elementary text-books of Physical Geography and Physical Science in the vernaculars have been published. Siva Prasad's History of Hindustan has, I hear from the author, been re-written, and will be published by the end of this month. A new edition of the Vidyankur and its Urdu counterpart, the Hakaiku-l-Maujudat will also shortly appear. Some other books have been more or less carefully revised as new editions were required.

In the Panjab an expurgated edition of the Bostan has been published, and one of the Gulistan is in preparation. Other books have been revised and republished. A translation of the whole series of Huxley's Science Primers has been undertaken by the Educational Department, and the Primer on Physics is in the Press. Blandford's Physical Geography has also been translated and will shortly appear. Lethbridge's Selections have been introduced, and translations of his larger and smaller History of India have been prepared. A new vernacular series is in preparation. The first part of a little book, called "How to speak and write English" has been introduced in the lower classes.

In other provinces also the recommendations of the Committees have been to some extent carried out.

3. What remains to be done.

I do not think that an imperial series of English reading books for the whole of India will now be required. The series published under the editorship of Mr. Lethbridge since the reports of the Committees were submitted is, if not the best possible, a great improvement on all previous reading books used in India, and should have a fair trial. The series should be revised from time to time as new editions are required, and better pieces should be substituted for those which are found unsuitable. The new Madras series may, I suppose, soon be expected. There is good reason to believe that it will be a satisfactory one, and thus with two series to choose from, besides the junior Readers which have been prepared and are used in the North-Western Provinces, the requirements of Indian students in this respect will be sufficiently provided for. I think that, as recommended by the Sub-Committee appointed to summarize the recommendations of local Committees on English reading books, the junior classes at least require the assistance of notes and a glossary in vernacular; but this want can be best supplied in each province, the required additions being published separately. If the preparation of an imperial series were determined on, it would not be easy to select for the execution of the work scholars better qualified than the gentlemen who have prepared the Bengal, and undertaken the Madras series. The same remarks apply to the proposed English Grammar for the upper classes. English Grammars in vernacular can be prepared only in the several provinces.

I think that a carefully graduated series of exercise books to teach English composition is a necessity. These books, somewhat on the principle of Arnold's Greek and Latin Composition and Smith's Principia Latina, must be mainly prepared in the several provinces. Stapley's Translation Exercises and Mathura Prasad Misra's Practical English, Parts 1 and 2, are examples of the sort of book which I wish to see more generally used. Either of these series as preferred might be adopted in any province with the necessary change of vernacular, and the series should be extended and carried higher, so as to meet the requirements of the upper classes. The former series needs much revision, as the rules are complicated and difficult, and the Urdu of the exercises, in the only edition I have seen, is very bad. Mathura Prasad Misra's Practical English will be laid before the Committee in a few days. With respect to English text-books in other subjects, I do not think that any addition is at present required to those now in use or in preparation.

Vernacular text-books offer a wider field for consideration. I will speak only of those which are used in the North-Western Provinces and Oudh, and to some extent in the Panjab and the Central Provinces. A graduated series of reading books in Hindi and Urdu is much wanted in the North-Western Provinces. The books with which we have hitherto made shift as Readers are by no means satisfactory. The boks are not absolutely bad in themselves, but much more rapid progress would be made in learning to read intelligently if our boys were provided with more suitable and more attractive reading books. The Director of Public Instruction, North-Western Provinces, says: "It must be remembered that our teachers teach best what has been in their hands longest, and consequently that so long as the books used are not absolutely wrong and mischievous, which is not the conclusion of the Committee, hasty and unsparing substitutions will answer no good purpose." I do not advocate hasty and unsparing substitutions, but I am decidedly of opinion that books that are manifestly unsuitable for the purpose for which they are used, even if they be not absolutely wrong and mischievous, should be excluded from the school course as soon as better books can be found, and that if better books are not immediately procurable, no time should be lost in preparing and introducing a suitable series.

I take this opportunity of observing that objections have been urged against the Urdu selections prescribed for the Entrance examination of the University of Calcutta. The Oudh Committee object to the prose as frequently inelegant, and to the poetry as sufistic or of an amatory kind. Complaints of the sensuousness of portions of the prose have reached me from District School Committees in the North-Western Provinces. I speak of these books not as University books, but as books used in our vernacular schools.

When a vernacular series of Readers is prepared for the North-Western Provinces, this question should be considered. Our geographies need thorough revision or re-writing up to date. They might, with advantage, be superseded by a translation of Blochmann's Geography.

All the books that, having been objected to by the Committee, have been revised and re-published, should, I think, be re-submitted for examination by the same, or a somewhat similarly constituted Committee before they are ordered to be read in schools. At present there is no guarantee that the objections brought against them have been removed, or that they are in any respect better than they were before.

The preparation of the books that are required should, I think, be entrusted to the best-qualified scholars who may be willing to undertake the task, and the books should be approved by the Committee before they are introduced into the school course.

4. To sum up: the recommendations of the Provincial Committees as modified and approved by the several Governments and Administrations appear to me to be generally judicious, and I think that they should be locally carried out with as much expedition as circumstances will allow.

The Director of Public Instruction in each province should make arrangements, subject to the approval of the Local Government, for the revision of existing school books and the preparation of new books where and when they may be required.

There should be in each province a Standing School Book Committee, like those in Bengal and the Panjab, to examine all revised and new books, and to approve them before they are read in schools.

The Director of Public Instruction should be ex-officio a Member of the Committee, and Principals, Head-masters, Inspectors and Secretaries of District School Committees should also be represented.

A better and uniform system of school and college classification is urgently needed, and on the whole I think that the forms proposed in amended shape by the Committee for the revision of statistical returns of the Education Department are a great improvement on those now in use.

APPENDIX IV.

Note by R. G. Oxenham, Esq., dated Simla, the 7th June 1877

AT the outset it seems necessary to determine the limits of our duty which may, I venture to submit, be done if we bear in mind—

1. That we are not appointed to review the system of State education in India, but only one special branch of the subject.

2. That the Universities being by law independent, prescribe their own books and curricula.

3. That the Local Governments have, to a great degree, control over educational expenditure, and that proposals implying centralisation might be, and, as is the case of the Statistical Committee of 187 , have been objected to.

II.—In compliance with the Government Resolution appointing this Committee, the provincial reports have been considered, and from the carefully prepared summaries of the Sub-Committees appointed to collect and present the substance of these provincial reports, we may gather—

1. That in every Province or Administration the text-books are more or less unsatisfactory.

2. That improved text-books are being prepared in all the larger provinces.

3. That, speaking generally and with exceptions, there is little original vernacular literature of value as text-books. This seems less true of Bengal, however, than of other provinces.

4. That in some subjects an imperial series of text-books for all India is more or less explicitly desired.

III.—The classification of schools appears to me at least so far involved in any comprehensive scheme for the supply of text-books that we can hardly fail to notice the subject, and, with all deference to my colleagues, I would venture to submit what seems the extent to which we can properly enter upon this question without exceeding our powers or touching upon local independence.

First, I think it will be desirable to divide and classify text-books, and this cannot be done if we wholly dismiss from consideration the classification of the schools where these books are to be used.

Without going into detail, schools might be divided into three classes:—Vernacular, Anglo-vernacular and High Schools. The names are of slight importance if the principle is preserved. In vernacular schools the teaching is altogether through the medium of the vernacular language of the district, English is not taught. In Anglo-vernacular schools the teaching is partly in English, partly in vernacular, English is taught. In High Schools the lowest class begins where the highest class in Anglo-vernacular schools ends, and instruction is carried up to matriculation. Local circumstances may require in different provinces, different standards and different sub-divisions. It may be necessary as in Bengal and Madras to add a collegiate class to some High Schools or to include under a single roof and perhaps management more than one kind of school. But in returns, and especially in all financial returns, the distinction between the three classes of schools should be clearly shewn. So much system might fairly be required without touching any legitimate local independence or introducing anything open to the charge of rigid inelastic uniformity or what in the French system of education Montalembert so vigorously denounced as Mandarinat. For the purposes of this Committee such a three-fold division has obvious advantages; conclusions which we might arrive at regarding one class of school would not always be applicable to another, and in order to classify text-books we cannot exceed our powers if we keep in view the different classes of schools. Whether it may be considered competent to us to suggest such a classification, I leave to the better judgment of my colleagues.

IV.—As to text-books for *Vernacular Schools*. There appears to be one series which obtains such general and decided commendation that we may take it to be, on the whole, the best in India. Hope's Guzerathi series is not only a decided success in Guzerat, but is accepted as a model both in other parts of the Presidency and elsewhere. In form and arrangement it might be generally recommended as a model, but only so far, since it is the essence of this, as of all good series of vernacular text-books, to be original in matter and not to consist of translations. It includes some but only a few translations and those in the higher parts. For languages written in the same characters the few Punjab series might be a model. Beyond such general

proposal of a model, I do not think we could make recommendations in detail as to vernacular text-books of this sort. For each language however there should be an authorized series.

In *Anglo-vernacular* schools we come to the teaching of English, and here some general principles have appeared both in our discussions and in the papers before us.

In a series intended to teach English to Native boys the arrangement should be rather according to idiom than words, easy idioms should come (*a*) first, more difficult idioms afterwards. This must not be sacrificed in order to give short words before long ones.

(*b.*)—It is a mistake to begin with the abstractions of grammar.

(*c.*)—In many text-books for teaching English the desire to convey information is not sufficiently subordinated to the main purpose of teaching the language.

(*d.*)—Substantive knowledge should be taught in the vernacular. One great improvement introduced into Guzerat by Mr. Hope when Inspector was the enforcement of this principle.

Original works or adaptations are better than these translations. This is generally true wherever text-books are required, such as histories, books on scientific object, &c., the object being to convey information.

For *High Schools* the text-books must to some extent be chosen with reference to University requirements, but some general principles may be gathered from the reports and our discussion. The study of history should be systematic, expanding from local to Indian, English and General History. The text-books in history, specially that of India, should be specially prepared for Indian schools, and neither contain dogmatic theological statements nor be open to exception as offending the religious sentiments of Natives.

The same principle of rising from local to wider views should guide the study of geography.

The question of preparing an imperial series of text-books for use in Indian schools is raised in more than one report. Such a series would be concerned with High Schools chiefly if not entirely. I am inclined to think that we might recommend the preparation of some books to form part of a series for use in High Schools, but that for Anglo-vernacular and Vernacular schools no such series is possible.

V.—The best mode of obtaining text-books is discussed in several reports.

Authors may be appointed. Prizes may be offered for the text-book produced in any subject advertised. The want of text-books in a subject may be notified and free trade with the survival of the fittest may be trusted to.

When a single book is required, one of these means may be adopted, but where a series of reading books is to be prepared, the only safe method is to appoint a carefully chosen Committee relieving the members of all other duty until the series is completed. It is impossible to estimate the money value of a thoroughly good series, but there would be a very large and continuous demand for the books and very considerable return of money. Of the Guzerathi series already referred to, about one and a quarter million copies were sold in 12 years and the sale is constant and increasing.

VI.—As to para. (3) of the Resolution appointing the Committee, I doubt if we can do better than adopt the resolution proposed by Mr. Tawney at our last meeting. This however is a part of our programme on which Dr. Leitner is specially informed.

APPENDIX V.

Note by the Hon'ble Rai Kristo Das Pal, Bahadur, dated Simla, the 13th June 1877.

I REGRET that according to the terms of the Resolution constituting this Committee we are precluded from considering the scheme of studies. In my opinion, as I have remarked in a previous Note, the scheme of studies is the basis upon which the superstructure of text-books should be raised. The text-books are but means to an end, and unless the Committee come to an understanding as to what ought to be the end of the Indian system of education, the selection of text-books would at best be a random work. In fact, it would be putting the cart before the horse. As far as I understand the views of the Committee we must take the system as it is, and even then we must exclude from the scope of our enquiries and observations the University studies. Our work is thus very limited. It amounts to an examination of books for English and Vernacular schools.

Limited as the scope of our enquiry is, the deliberations of the Committee suggest some very important questions; 1*stly*, whether or no the Indian schools, both English and Vernacular, should be brought under an imperial system, in other words, regulated by a principle of uniformity and subject to a central department of control? 2*ndly*, whether or no the books to be taught in those schools should be prepared on an imperial plan, in other words, whether or no there should be an imperial series of books, from which no schools, either wholly supported or partially aided by the State, should depart? And 3*rdly*, whether the different series of books, now in use in different parts of the country, are adapted for the purpose? If an uniform or imperial system of schools and books be not considered conducive to a healthy development of school education in the different provinces, which it must be admitted are at different stages of progress, on what principles should the policy of decentralization be based, and how far do the existing books in use in the several provinces meet their respective wants?

Before proceeding to consider these questions, I deem it due to glance at the result of the enquiries already made on the subject. In 1873 under orders of the Government of India, Provincial Committees were appointed by the several Local Governments to enquire into and report on the school-books, both English and Vernacular, in the different provinces. They have collected a mass of information and recorded valuable opinions on the subject; but, as might be expected, they differ in opinion. They have taken into consideration the state of things in their respective provinces, followed the current of thought and opinion there, and recommended principles of action suited to the stage of progress already arrived at within the area of their own enquiries. I will note the leading points according to provinces.

OUDH.

The Provincial Committee think that the vernacular text-books are for the most part suitable, though certain changes are recommended. "The want of suitable English text-books," the Committee are of opinion, "has been felt in all Educational Departments in all the provinces of India." As the Bombay Educational Department was engaged in the preparation of a suitable series of English text-books, the Committee wish to know what has been done in Bombay in this direction, and if no satisfactory results have been produced, they suggest that "the Art Syndicate of the Calcutta University be asked to appoint a Committee to decide upon the essential characteristics that should be found in English elementary school text-books, and having so decided to appoint gentlemen to compile a suitable series."

BERAR.

The Provincial Committee report that the Educational Department of Berar is not an independent body, that the standards of study are merely identical with those of Bombay, that certain books should be eliminated from the school curriculum of Berar, that fresh text-books in English, such as History of India, Greece, Rome, and England chronologically arranged, should be prepared, and that useful English works should be translated into Urdu and Sanskrit. The Local Government was of opinion that the suggestions for the compilation of English text-books might "stand over for the present until we can learn if

the Educational Departments of the larger provinces recognize and propose to supply the want indicated by these suggestions." With regard to vernacular translations, the Local Government remarked that the object might possibly be attained under the rules for the encouragement of vernacular literature.

PUNJAB.

The recommendations of the Provincial Committee are thus summed up :—

I.—As soon as possible and simultaneously—

Preparation of new English Readers,
Translation of Todhunter's Mensuration,
Adoption of a new Third Urdu Book,
Adoption of expurgated edition of Gulistan and Bostan,
Revision of the Wagiat-i-Hind.

II.—Revision of the Miftah-ul-urz.

III.—Preparation of a new English Grammar,

Preparation of a new Persian Grammar,
Writing of new Vernacular History of India.

The Local Government approved most of the above recommendations, but suggested the introduction into the course of instruction in the village and zilla schools "a book of Urdu poetical selections of a moral, didactic, or descriptive character."

BOMBAY.

The Provincial Committee have made an elaborate report upon the school-books in use in the Bombay Presidency. They have given their opinion on the different books in use, and recommended improvement, and also the preparation of new books, both Vernacular and English, according to their ideas. It does not appear that the Local Government has done much to carry out the suggestions of the Committee.

MYSORE.

The Provincial Committee make the following recommendations.—

I.—The compilation of certain works in English, *viz.*, grammar, arithmetic, histories and geography, which would be of use generally to all India.

II.—The preparation of expurgated editions of certain works in Sanskrit and Persian, which would also be of general use throughout the Empire.

III.—The compilation of four reading books, English and Vernacular, a grammar with exercise in the vernacular for translation, a work on school management, a vernacular translation of the same and of the histories and geography to be prepared provincially in view to their adaptation to the locality in which they are to be used.

IV.—The holding of a conference of representatives of Kanarese school literature from Madras, Mysore and Bombay, in view to a common understanding being come to regarding Kanarese school-books, and the introduction of a single series in all Government or aided schools throughout all Kanarese Districts.

The Chief Commissioner recommends that the works under the first two heads should be carried out under the orders of the Government of India as an imperial undertaking, and the rest locally.

BENGAL.

The Provincial Committee are unanimously of opinion that the English text-books in the Bengal schools are not "altogether accordant with what appears to be a sound principle of elementary instruction, namely, that the contents of the books taught shall be as much as possible within easy range of the pupil's comprehension and ordinary experience." Many of these books are sometimes unintentionally offensive to their national and religious prejudices. Some of them again are behind the age. The Committee have given a list of books approved by them. The Lieutenant-Governor generally accepts the views expressed by the Committee. His Honour concurs with the Director of Public

Instruction that money rewards need not be offered to secure the improved books required. His Honour says, "it may be confidently expected that authors will soon meet the demand if they are made acquainted with the subjects on which the Government wishes for fresh books of an improved character." As regards the vernacular books, while the Committee point out deficiencies in certain branches, they are averse to any change in the system, which has obtained from the last twenty years. The Local Government concurs in this opinion. A list of approved books is published.

MADRAS.

The Provincial Committee, after carefully and minutely going into the merits of the books, English and Vernacular, now in use, and also of those offered for their examination, recommend the preparation of some fresh books and the revision of some old ones. The Madras Government has already appointed certain gentlemen to prepare English Readers and Grammars, and also Readers in Tamil, Grammar in Tamil and Telugu, and Arithmetic in Tamil.

CENTRAL PROVINCES.

The Provincial Committee recommend a local series of vernacular books, both Mahrathi and Hindi, but the Chief Commissioner would obtain Mahrathi books from Bombay, Hindi books from the North-Western Provinces, and Urya books from Bengal. The Chief Commissioner does not touch upon English text-books.

BRITISH BURMA.

The Provincial Committee are of opinion that the Burmese classical literature is comparatively free from impure and indecent expressions; that the English spelling books, prose readers, poetry, grammar and others in general use are not on the whole suitable; that the histories are not altogether what are required, and the Committee would wish to see a History of India with fuller particulars regarding Burma than those at present in use contain; that the arithmetics deal solely with English money, weights and measures which can be of but little service in that province; that two out of three Burmese text-books in use are not so good as some other classical Burmese works; and they make certain recommendations for the preparation of new books and the improvement of the existing ones.

Steps have been taken by the Local Government to prepare a complete series of school-books in a diglot form or in Anglo-Burmese, the object of which is "to teach English side by side with the vernacular." A Special Committee has been appointed to superintend the publication of books selected from the Burmese Native literature; a treatise in Burmese on the History of Burma has been written; the publication of a course of vernacular school-books called Zats and six Pali texts has been determined upon.

IMPERIAL OR LOCAL SERIES.

It will be seen from the above summary that the tendency of opinion among the Provincial Committees is more in favour of local than imperial series; that in some of the provinces measures have already been taken to produce local series; that as regards English Readers, History, Geography, Grammar, and Arithmetic the present books do not adequately meet existing wants; that the majority of the Local Governments would appoint, some have already appointed, particular individuals, whom they consider specially qualified to prepare new books; that the Government of Bengal alone advocates free trade in the publication of school-books.

For my part I am opposed to a dead-level policy of uniformity. As in finance and taxation, so in matters of education, there are peculiarities in the condition of the different provinces, stages in the progress attained by each, differences in the temperament, intellectual capacity and aspirations of the people of each, which forbid the application of a hard-and-fast rule to all. In some provinces English is taught less than in the other provinces, and it is therefore necessary to adapt each local series to the circumstances of each province. Those who aspire to a University career ought to be better grounded in English than those who learn English as a language. Already there is a complaint that the University system, while it fosters liberal culture, has a tendency to check the growth and development of individual colleges, by bringing the labours of all of them to one unvarying test. An imperial series of school-books would aggravate the evil. It pre-supposes that all schools throughout the Empire must be arranged on an uniform plan and model; otherwise there would be no room for that comparison and correction of mutual defects, which, as I conceive, is the only advantage that would be attained under an imperial system. For instance, in the Punjab the greatest stress is laid upon oriental education; the object there, if I mistake not, seems to be to produce a body of oriental scholars learned in

the oriental classics with or without English education. Again, in British Burma English education is in its infancy; the aim there is to fit the system of public instruction into the education imparted at the monasteries. In the North-Western Provinces, Oudh, and the Central Provinces English education is practically held to be a matter of secondary importance. But in Bengal and Bombay English education has made a rapid advance, and the greatest importance it attached to it. I do not wish to re-open the controversy between English and oriental education; so far as the older and more advanced provinces of the Empire are concerned, the question has been decided in favour of English. But I think there is now no room for difference of opinion on the subject. The great Education Charter of 1854 has emphatically and definitively laid down the principles on which education in India should be conducted. It declares that the masses should be educated in their mother tongue; that the middle or upper classes should be taught in both English and Vernacular; that those among them who aspire to University honors should be afforded the opportunities of studying the higher branches of Western literature and science and oriental classics, and that thus Western thought should be brought to bear upon the discipline and development of Eastern ideas. This system, which has made the greatest progress in Bengal and Bombay, has already produced a body of scholars, distinguished for their attainments in the English language and for their thorough acquaintance with their vernaculars, and their influence on vernacular literature has been most active and salutary. Bengali literature thirty years ago was scarcely worthy of the name, and yet within the last few years it has made a progress unparalleled I may say in the history of vernacular literature in any other province. The range of subjects over which it now traverses, and the number of books produced in each, reflect the highest credit upon the system of education pursued in Bengal. I give the following statement from the report of the Bengal Book Committee in support of my position:—

Subject.	Number of volumes under each head.
I.—Readers.	
(*a*).—Primers ...	63
(*b*).—Readers ...	144
(*c*).—Tales of Ancient India ...	129
(*d*).—Other Tales ...	64
(*e*).—Poetry ...	164
II.—Lexicology.	
(*a*).—Dictionaries and Vocabularies ...	24
(*b*).—Keys ...	66
III.—Language.	
(*a*).—Grammar ...	77
(*b*).—Composition ...	9
(*c*)—Rhetoric ...	5
IV.—Geography.	
(*a*).—General ...	43
(*b*).—Physical ...	8
(*c*).—Atlases and Maps ...	15
V.—History.	
(*a*).—General ...	12
(*b*).—Particular—Bengal and India	46
Ditto—Other countries ...	17
(*c*).—Biography ...	47
VI.—Mental and Moral Science.	
(*a*).—Metaphysics ...	6
(*b*).—Philosophy ...	17
(*c*).—Ethics ...	19
VII.—Mathematical Science.	
(*a*).—Arithmetic ...	47
(*b*).—Mental Arithmetic ...	14
(*c*).—Accounts ...	13
(*d*).—Algebra ...	5
(*e*).—Geometry ...	13
(*f*).—Mensuration and Surveying	13
(*g*).—Trigonometry ...	1

Subject.	Number of volumes under each head.
VIII.—Physical Science.	
(*a*).—Physics	22
(*b*).—Astronomy ...	13
(*c*).—Chemistry	7
(*d*).—Natural History ...	10
(*e*).—Botany	2
(*f*).—Agriculture ...	8
IX.—Medical Science.	
(*a*).—Anatomy and Physiology	10
(*b*).—Surgery	2
(*c*).—Practice of Medicine—European ...	37
(*d*).—Materia Medica ...	2
(*e*).—Midwifery ...	9
(*f*).—Medicine—Native ...	29
X.—Law.	
(*a*).—Criminal	22
(*b*).—Civil	60
(*c*).—Revenue	9
XI.—Social Science.	
(*a*).—Political Economy ...	7
(*b*).—Popular Hygiene ...	11
XII.—Arts.	
(*a*).—Fine Arts ...	3
(*b*).—Needle-work ...	3
(*c*).—Music	19
(*d*).—Gymnastic ...	3
XIII.—Education.	
(*a*).—Lessons on Objects ...	5
(*b*).—Art of Teaching ...	6
XIV.—Miscellaneous.	
(*a*).—Chess	2
(*b*).—Miscellaneous ...	74
(*c*).—Magazine and Periodicals	35

There have been also numerous additions since the report of the Committee. And these highly satisfactory results have been obtained without any pressure or artificial stimulus from Government. They are the legitimate products of free trade in literature

I need not advert to other advantages, social, administrative and political, which have accrued from the system of Anglo-Vernacular education. It is observable that in those provinces, where English education is held as a matter of secondary importance, not one-twentieth of the bulk and variety of Rengali literature has been achieved, though there the artificial encouragement of money rewards or prizes by Government largely prevails. I doubt, however, whether the important results obtained in Bengal would have been accomplished, if the patriarchal system of treating the people as a pack of children, now preventing them from taking this or that intellectual pabulum, now patting them on the back and giving them money rewards for intellectual exercises or games in the shape of school-books, now nursing them on intellectual sago and arrowroot, and now giving them some seasoned intellectual meat to eat. If Bengal had not been treated liberally from the dawn of her intellectual revival, if she had not been allowed the utmost latitude in the intellectual race, if she had been subjected to a hard and rigorous system of imperialism, which tends to repress individual thought, aspiration and expansion, I am afraid that she would have dragged the length of her existence at the same slow pace as the backward provinces. Our experience in Bengal and Bombay, and also on a rather smaller scale in Madras, I think, ought to satisfy us that a policy of centralization in school-books is not suited to healthy progress and development.

Principles on which books should be prepared.

Of course some general principles may safely be laid down for the preparation of text-books. The primary object of English education in this country ought to be steadily kept in view in these undertakings. In the first place, it should be borne in mind that English is taught to Indian youths with a view to open to them the store-house of Western literature and science, but as the language is foreign to them they ought to be led step by step to the temple of knowledge The primers and readers ought to be so designed that the Indian learner may easily understand the structure of the English language, its characteristics and idom. He should be first familiarized with easy sentences referring to familiar objects which he sees around, or to every-day occurrences in domestic life, which he may be said to see and learn from his mother's lap. Then he should be conducted gradually from the district or province to which he is born to a view of the other provinces of this vast Empire by being acquainted with the animals, products, scenery, manners, customs, tales and stories relating to them. And this is one reason why I attach importance to local series. And after he has acquired a sufficient khowledge of his country, he should be made to extend his vision, and to understand the scenery, tales, anecdotes, allusions, life, manners, customs, institutions and history connected with European countries, particularly England. I am of opinion that as soon as an Indian student has acquired a fair knowledge of the English language so as to be able to understand without aid English words and phrases, and to acquire a sufficient stock of general ideas, he should be made acquainted with English scenes and allusions, otherwise English literature will remain a sealed book to him. In the same way history and geography ought to be taught to him : 1*stly*, the history and geography of his own province ; 2*ndly*, of the Indian continent; 3*rdly*, of Europe or the world. And here I would remark that a general knowledge of ancient and modern history is essential to a good school education. I would also place in the hands of the student outlines of the Histories of Greece, Rome and England as separate books. Then I would include translations of Homer's and Virgil's poems in the curricula of the higher classes in the zilla school : some of the existing translations are simple and easy enough, and through them the student will be able to form some idea of the beauties of those immortal poems; he will, I think, study them with some zest as he will find in the mythology and legends of his own country the counterparts of the gods and goddesses of Grecian and Roman mythology. Besides, I hold that no student of English literature can follow it successfully who has not acquired a knowledge of Grecian and Roman history and mythology. If it be urged that but only small portions of the poems referred to could be finished in the school, and that their study would therefore be incomplete, I would suggest that selections may be published, giving, if practicable, detached pieces or episodes complete in themselves. As for grammar, the simpler the better, but as to the choice of particular texts the school authorities ought to be left free. The arithmetic ought to

contain the weights and measures of particular provinces, and I would add a Bengali portion for Bengal, and other local portions for other provinces, containing rules and directions for zemindari and other revenue accounts, and bazar accounts. In this respect our pupils are very deficient. The English educated youth of the present day, I speak of Bengal, I own with sorrow, knows nothing of zemindari or bazar accounts, and is quite at sea upon the subject. It is very necessary that this deficiency should be supplied. Then book-keeping and business letter-writing ought to be taught in the schools. Books on this subject may be prepared. I may note that many of our students are now-a-days deficient in spelling, and although this defect may be remedied by constant exercises in dictation, I would recommend Spelling-book No. II of the Calcutta School-book Society, which has been practically found to be highly useful in some of the Bengal schools, notwithstanding the prejudice against it which seems to exist in certain quarters. English composition and translation now form a part of the course of school instruction, but I do not think fresh text-books are required on the subject. The guides or manuals of English composition already in existence are quite sufficient for the purpose. While I advocate freedom in the production of school-books, I am satisfied that it will lead to a healthy competition among the different provinces. Each will strive to do its best, and by comparing notes with each other, the provinces will be able to correct each other's defects, while there will be a generous spirit of emulation for excellence. As we find under the present system of local finance, although I humbly think full justice has not been done to the provinces in the financial department, each Provincial Government seems to be grateful for the freedom accorded to it, zealous in the husbandment of its own resources to the best advantage of its own province, and anxious to show the best possible results from the administration of its own funds, so under a federal system of education, the provinces will, I feel confident, take a pride in their educational independence, and imbibe a healthy and generous spirit of rivalry. If India more resembles a heterogeneous continent than a homogeneous country, if it is inhabited by people speaking different languages and possessing different traditions, customs and manners, their intellectual wants necessarily differ, and they must be met on a differential scale. As I have pointed out above in noting the principles on which school-books should be prepared, attention must be paid to local peculiarities, traditions and requirements, and that object cannot be accomplished under an unbending imperial system. In fact what is wanted is not imperialization but federalization.

Vernacular Books.

The vernacular books must belong to local series; sometimes one vernacular book may be translated into another vernacular, and *vice versâ;* again one vernacular book may be modelled upon another; in this way there may be mutual co-operation between the different provinces, but each province must have its own series; where the people of two or more provinces or particular portions of them may speak and write the same language, the same series may answer, and in such cases the educational authorities of the different provinces may advantageously act in concert; otherwise each province ought to be left to pursue its own series. The vernacular series ought to be so arranged as to enable the mere vernacular student to acquire a fair general education without the aid of English. I doubt whether in the present state of the vernaculars, the Bengali language not excepted, though the greatest progress has been made in that language, a sufficiently high education can be imparted in the sciences and arts, still the standard of education in the vernacular should be made as high as practicable, and text-books ought to be adapted to this end. The three R's should as a matter of course be taught in the vernacular schools of all grades, but scientific facts should also be taught in a popular form. The science primers should be so designed as to obviate the necessity of practical illustrations with instruments or apparatus. In the first place the village school-masters cannot be expected to handle instruments, and in the second place the village schools are too poor to provide a laboratory. But I think scientific facts may be made comprehensible to vernacular students, if conveyed in a simple and popular language, with homely and entertaining examples, calculated to make an impression upon the young mind. The study of the ordinary phenomena of nature is always interesting, and once an interest is created in the mind of the student, he is sure to take to it *con amore.* In no other subjects does an Indian student show greater ignorance than in this, and his deficiency is entirely due to want of proper books and teachers. Further, a knowledge of zemindari or revenue

and bazar accounts, proper hand-writing, reading of manuscripts, and the composition of court proceedings and business letters ought to be insisted upon in the vernacular schools. In this the Gurumashye system was superior to the present system of vernacular education. The host of court and zemindari amla in Bengal were trained by the Gurumashye, and under the superintendence of superiors, both European and Native, they have carried on, I may say, the most important business of district administration; they might be deficient in general knowledge or unacquainted with the principles or ethics of political science or of the laws governing the country, but for hard practical common sense and business aptitude they have not been surpassed. Manuals for this business education ought to be prepared, or, where they exist, they ought to be introduced in the schools.

Works for Technical Education.

The time has come, I submit, when due attention should be paid to technical education. This is a branch of instruction, as I have remarked in a previous Note, which has been utterly neglected in this country. Its importance cannot be overrated, particularly when we see thousands and thousands of educated natives pine away in penury for want of useful and remunerative occupation. If Government wishes to give education in India a practical turn, it ought to train up the students in the technical arts. These arts may be taught in both the Vernacular and English. The vernacular student, who will learn scientific facts according to the plan I recommend, will be on the road as it were to instruction in technical arts. The Natives of India have always distinguished themselves for excellence in several arts; even at the present day they are unrivalled in some of them; but new tastes, new ideas, and new wants have sprung up under European civilization, and indigenous arts and industries have fallen into decay. Some of them have almost died out. The schools ought to be adapted to new circumstances. It is indeed shameful that the Indians should be dependent upon foreign countries for a box of matches or a bundle of pins. He has the raw material in his country in abundance, but he has not the knowledge to utilize it. Independent European enterprise is familiarizing the Indian mind with some of the European arts, but there are practically no schools for training in technical arts. If the Local Governments could be induced to establish schools for technical education, books would be forthcoming. There are already some books in Bengali on this subject, and others I dare say will be produced if due encouragement be held out. For details on this subject I invite the attention of the Committee to a paper on education in arts written by Babu Pratapa Chandra Ghosha of Calcutta.

Books for Agricultural Education.

In a country, the people of which chiefly depend upon agriculture, instruction in the art of cultivation ought to form a part of the school curriculum. It is true that agricultural education cannot be satisfactorly imparted without the aid of model farms, and that such farms cannot be established without great expense. The Local Governments might be induced to establish such farms in certain centres, as the Madras Government has already done, but much may be taught through the medium of manuals. In a certain sense it is true that the Indian ryot has not much to learn in the art of cultivation, that he knows the rules of husbandry by rote, that he can predict the seasons by certain signs, and that he can discern the quality of the soil and adapt the cultivation to it by experience. But still he has to learn much; he may derive much profit by the rotation of crops, by the introduction of new staples, by the improvement of manure and his agricultural implements, and in the breeding of cattle. There are agricultural maxims in Bengali known as *Khonar bachan*, which may be fitly embodied in an agricultural manual; then the rules of agricultural chemistry may be given in a popular form; and directions for the cultivation and manufacture of valuable articles may, I think, be advantageously summarized in the form of dialogues on the model of Joyce's Scientific Dialogues. There is an impression in certain quarters that the Indian ryot is too conservative and avers to learn new ideas or to cultivate new crops, but this is not the fact. There are numerous instances of Indian ryots cultivating new articles of produce. Potato may be mentioned as one. Many European and American vegetables have been brought into cultivation in India. Tea is another instance. The natives did not understand this cultivation before, but they are now going in for it. Some joint Stock Companies have been lately formed by native gentlemen in Bengal for the cultivation of tea in Chittagong and Assam.

Works on Music.

Hitherto the cultivation of music was considered by respectable natives as degrading. The musicians form themselves a class apart, and are mercenary. Although it would be a libel to say that the natives of India are dead to the charms of music—indeed I believe that they do not yield to any nation in the world in the love of music—the highest in rank have spent fortunes upon the acquisition of this divine art, but music I must confess has not formed a part of the ordinary education of the Indian student. Of late years there has been a revival of Hindu music in Bengal. Thanks to the liberality and exertions of Dr. Sowrendra Mohun Tagore, several Music Schools have been established, and several books of notation and treatises published. Hitherto the notations of Hindu music were not in print, but this difficulty has been overcome. Music may now be taught as a branch of instruction. It may be worthy of the consideration of the Local Governments whether music classes may not be opened in connection with our schools. I have said that text-books are not now wanting, but if easy primers are still required, I am confident they will be supplied by Dr. Sowrendra Mohun Tagore.

Works for Female Education.

The library for the Indian female is still limited. In Bengal it is steadily increasing, as also I believe in Bombay, but of the other provinces I do not think the same can be affirmed. In Bengal Ladies' Magazines are maintained; some of them written by ladies. But I think the school literature for native ladies is not sufficiently comprehensive. Attention may be fitly directed to this subject.

Law and Science Books.

This subject forms the third head of enquiry for this Committee under the Resolution of Government. It runs as follows:—

"To carry the enquiry further, with a view to the production of vernacular text-books in a form thoroughly comprehensive to the native mind on such subjects as law, jurisprudence, the principles of evidence, and other similar departments of an educational course adapted for the training of aspirants to official employment or public life under Government."

The Committee have recorded an opinion to the effect that "the sense of the Resolution is that we should suggest means for preparing in the vernacular languages, *wherever required*, popular summaries of the best thought produced hitherto on such subjects as jurisprudence, the science of politics, sanitation, agriculture, &c.

The words which I have italicised above show that in the opinion of the Committee this Resolution is not applicable to all places. In Bengal, for instance, artificial encouragement is not necessary for the production of such works. It will be seen from the list of Bengali books which I have given above that most of the subjects referred to have already been touched upon, and that so far as Bengal is concerned demand is sure to create a supply. But I do not quite understand how the production of such works comes within the scope of school literature. In the first place I am not aware that there are law classes in any of the provinces except perhaps the Punjab, and therefore law books are not needed for law schools. It is true that there are law examinations in the vernacular, mooktearship and the lower grade pleadership examinations in Bengal, and similar pleadership examinations in the other provinces, but the candidates are examined in Indian laws, and not in general principles of jurisprudence. As for the science of politics, sanitation, and agriculture, a general student may like to read some works on those subjects, but the sale of such books cannot be remunerative. The case may be somewhat different in Bengal, as there a Bengali-reading public is springing up, but even there I do not believe the publication of works of this kind pays very well. As for training aspirants to public employment or public life by means of these works, I have not much faith in such training, at any rate so far as Bengal, and perhaps Bombay and Madras, are concerned. In those provinces the "aspirant to public employment" or "public life" generally looks to English education for qualification; indeed nearly all the higher offices there are filled by men educated in English, and this is an advantage whether considered from an administrative or political point of view. I am strongly of

opinion that a native of India cannot thoroughly enter into the spirit of the British constitution, of the British laws, or of the British Indian system of administration, who has not imbued his mind with English ideas any sentiments drawn from the fountain-source. The present native judiciaeo of Bengal is admitted on all hands to be a vastly superior body, in head in some respects superior even to covenanted Judges; but could they have acquired this superiority, if they had not had received a liberal English education? The same may be said of other classes of native officials, who have distinguished themselves by their intelligence, ability, and high character. English education, I humbly think, ought to be made a *sine qua non* for the employment of natives in the higher ranks of the public service; otherwise they will always be at a disadvantage; not only will the efficiency of administration suffer, but the *amour propre* of the men employed may be affected. They will always feel a sense of inequality and inferiority to their European brethren in the service by reason of their ignorance of the English language. Besides, it is a great privilege for a native to be able to address the rulers of the country in their own language, for he does not then labour under the disadvantage of seeing his thoughts, opinions, and feelings mutilated through the medium of translation or interpretation. Besides, English education has a tendency to enlarge the mind and broaden the sympathies of the Indian, who receives it, and whether he is employed under the State or pursues public life, large views and broad sympathies are of the highest importance. As for persons in subordinate employ, I do not see how books on jurisprudence, or science of politics, sanitation or agriculture, can be of much use to them. Science primers or manuals on technical arts may be useful, and the preparation of such works I have recommended above.

At the same time I admit that there are provinces where English education has not made sufficient progress, and that there are populations which are averse to learn English, which consider it a point of honour or religious feeling not to touch an English book. The Government owes a duty to them, in common with other classes of the community, and because they will not avail of themselves of the means and appliances of English civilization, or hold converse with English thought through the medium of the English language, our Government ought not to neglect them. A step taken to break down the barrier of their exclusivism, to elevate their thoughts, to extent the range of their ideas, to instil into them the principles of good citizenship, and to enable them to take an active and honourable share in the work of administration, would be decidedly a step in the right direction. For that purpose I think the Committee should recommend to the Government of India the creation of a high order of vernacular literature, wherever required, embracing such subjects as law, jurisprudence, the science of politics, sanitation, scientific agriculture and the like. This object may be effected by the offer of prizes or by the employment of approved and tried authors. If simultaneously with the production of these works lectureships could be established experimentally free of charge in the chief towns of the provinces, requiring this special arrangement, much good might be done in creating and fostering a taste for study of this kind.

Scientific Technology.

This subject is of great importance, and is discussed in the report on vernacular medical books for Bengal. I agree with Dr. Rajendralala Mitra, a member of the Bengal committee, who is of opinion that "owing to the peculiarities of the different vernaculars current in India, it is impossible to preserve uniformity by transliteration; that the English terms already introduced, whether in the ordinary affairs of life or in scientific books, have assumed very different appearances in the different vernaculars, that the Native Doctors in the armies of the several Presidences use different terms, or English terms so transmogrified as to amount practically to different terms, and that such terms are quite unintelligible to the mass of the people; that owing to the defects of the Urdu alphabet they cannot be transliterated with any approach to accuarcy; that as long as the languages differed, there was no prospect whatever of a universal scientific terminology getting into currency, and that the proposed medical works being compiled according to fixed rules, and under the superintendence of specially appointed committees, there could be no apprehension of want of uniformity by Sanskrit scholars drawing largely from the Sanskrit and Arabic Doctors resorting to the Arabic language."

Babu Rajendralala Mitra divides scientific terms into six classes, for four of which he advocates "translation." For the remaining two he recommends "transliteration." His six classes are—

A.—Terms to be translated.

Class I.—Terms that belong both to science and to the common language as blood, saliva, sulphur, leaf, headache, fever.

Class II.—Terms that are used by traders and professional men, as yeast angle, crystal, petal, tenesmus, strata, depression. Cases may arise in which such terms will have to be transliterated.

Class V.—Functions and abstract ideas, as secretion, absorption, germination, tonic, affinity.

Class VI.—Chemical and anatomical compounds.

B.—Terms to be taken from the English and to be "transliterated."

Class III.—Names of things used in modern science, as ipecacuanha, jalap, the elements of chemistry, the names of rocks and the names of surgical instruments.

Class IV.—The scientific names of plants and animals.

The language of science ought to be common in all countries, and this I observe is becoming the tendency in the great countries of Europe; transliteration, and not translation, is becoming the practice. Indeed, an Indian is more likely to understand what oxygen and hydrogen are when he knows the principles of their composition, than when he hears the same substances called by different names, as unfortunately few vernacular writers agree with each other in the translation of scientific nomenclature. If ordinary English words expressive of the names of domestic articles and like objects have become a part of at least the spoken vernacular, and are easily understood by the ignorant peasant and the zenana lady, I have not the remotest doubt that the transliteration of scientific terms would pass as current coin without the least difficulty. On this point the Government alone can influence the authors or translators with any effect. If it declares that it will not admit those books into the school or college curriculam which do not follow the transliteration method in the use of scientific names, the present confounding practice would give way in no time. Now there is nothing but chaos and confusion. The present is the best opportunity for introducing an uniform system on the subject.

Teachers and Teaching.

But it will not be enough to improve the character of school-books. It is of the utmost importance to improve the calibre of the teacher and the quality of teaching. As the Director of Public Instruction in Bengal remarks, "to improve the quality of our teachers is unquestionably of even greater importance at the present time than to improve the quality of the books they have to teach." "The tendency of some of the measures of recent years," he continues, "has unfortunately been to lower the standard of our staff of masters, and this is certainly a very great calamity." If the child is father of the man, the person who teaches the young idea to shoot performs no ordinary function, and it is of the utmost importance that he should be a properly qualified person, but the small pittances which are doled out to the native teachers are by no means attractive to men of real education and talents. It is observable that while Government has done much to improve the position and prospects of the upper branch of the tutorial staff, it has done nothing in the same direction for the benefit of the lower branch of the service, which is almost exclusively represented by natives. I was no less surprised than shocked to hear the other day that that profound mathematician and stronomer Professor Bapudera Shástri of the Benares College was hitherto in the receipt of the paltry sum of Rs. 70 per month, and has been latterly drawing by no means a handsome salary of Rs. 150. So long as the position and prospects of the teachers are not raised, it would be hopeless to expect an improvement in the quality of teaching, and without such improvement all labour in the production of good school-books would be practically thrown away.

Free trade in Books.

I hope no monopoly will be given either to Government or to Government officers, or to private individuals in books. The attempt to produce State text-books has proved more or less a failure, and led to much loss of revenue; the attempt to subsidise Government officers in the preparation of books, or to help

such books with the *imprimatur* of authority, would provoke grave scandal; the attempt to favour particular individuals irrespective of the merits of their works has opened the school authorities to the charge of jobbery. I think that in this matter the Education Department ought to be above-board: fair field and no favour ought to be its motto. I would not certainly exclude educational officers from this field of literary enterprise; possibly by their peculiar associations, experience, and habit they are the best qualified to write school-books, and it would not only be doing them grievous injustice but positive harm to the cause of school literature to place them under any disability for this work. But they in common with other authors and compilers should be left to the wholesome rule of competition. If the wares they may bring to the market be good and substantial, they will at once command custom. Nor do I think that pecuniary rewards should be given for the production of school-books, at least not in Bengal, save under peculiar and exceptional circumstances: as the late Mr. Atkinson, Director of Public Instruction, Bengal, after an experience of more than twelve years, remarked, "it is not necessary that money payment should be offered to secure the improved books required. A good school-book is a valuable property, which brings considerable remuneration to the author, and a bad or indifferent book can of course have no claim to be bolstered up by a grant of public money."

Standing Provincial Committees.

In order to work up the different points which I have touched upon in this Note into an harmonious whole, as the last head of instructions of Government to the Committee requires, I would recommend, that Standing Book Committees be appointed in the different provinces, consisting of competent European and Native gentlemen, that it be their function to furnish to the Local Governments periodically an approved list of school-books, both English and Vernacular, to publish the same with the sanction of Government, to bring to the notice of Government deficiencies of existing books for any particular branch of study, to consider and recommend the principles on which new books should be prepared, to examine and approve them when ready, to urge upon the executive authorities the elimination of books disallowed by Government, and to watch generally vernacular literature, particularly the translation of scientific works and words, and that each Standing Committee should be invited to make an annual report to the Local Government for transmission to the Government of India, and also consider the reports of the other Standing Committees, and co-operate with each other.

APPENDIX VI.

Note by Rao Saheb Narain Bhai Dandekar.

In a Resolution dated the 29th March 1873, the Government of India ordered the appointment of a committee in each Presidency and Administration for the examination of class books used in all the schools which received aid from Government as to their suitability in respect to matter, style, comprehensibility and freedom from all indecent and immoral expressions and religious allusions. The committees appointed examined and reported upon all the books in English and Vernacular on subjects taught in schools, and they may be arranged under the following heads:—

(1) reading books, (2) books on grammar, (3) books on history and geograpy, (4) books on arithmetic and mathematics, (5) books on natural science, and (6) books on general literature.

Reading books, English.—All the committees seems to be dissatisfied with the books under this head. Most of them are written for English boys or by English writers, and the subjects and ideas are mostly English. Mr. Howard's series, which is more or less used in four Provinces out of ten, is severely criticised by Mr. Neill of the Central Provinces. Laurie's standard series, Nelson's series, Douglas's series, Calcutta School Book Society's series and Presidency readers are all declared to be exclusively English. The Irish series is stated to contain much that is uninteresting except to Irish students, and much Christian theology and scripture history. McCulloch's series is considered to be difficult. I know only one series got up by an Englishman, *viz.*, Nelson's Royal Readers, which are well graduated, and which contain a large proportion of Indian matter. One of the readers was approved of by the Bengal committee, and the whole series has been adopted in the Central Provinces. Its Indian matter however consists of outward incidents and scenes which come within the observation of an Englishman, and does not relate to that domestic and social life of an Indian student which ought to be the starting point of his early education. There are two sets of readers, however, prepared by natives, *viz.*, the Sirkar's series in Bengal, and Mathura Prasad's readers in the North-Western Provinces, which are well spoken of and considered to be the best in use. Not having seen the books I cannot but accept the opinion of the committee; but if it be allowable to form an opinion of a book from the reading of one lesson or one page, I should say that the Sirkar's First Book is not a very happy compilation. Individual opinions no doubt greatly vary. We have instances of one person highly praising a book, and another considering it utterly useless; but there is such a thing as a common standard of discrimination, and on that I suppose is based the general condemnation of Morris's History of India, and adoption of Barnard Smith, Colenso, and Todhunter, though their defects are not overlooked.

Reading books are of the greatest importance in the whole subject of education; but it appears no steps have been taken anywhere to improve those which the committees condemned, or to prepare new ones as many of them recommended. It is true that some efforts have been or are being made to supply the great want, but judging from the result produced in so long a time, one would not be wrong in assigning an indefinite period to the completion of the work. There is no unanimity as to the means to be employed in securing the object. One committee would have the preparation set up for public competition, another would have it entrusted to approved authors. One committee would have a series for its own province, another would make it an imperial one, and this divergence of opinions is sure to delay the execution of the work for many years to come. It is therefore desirable that the Government of India should take the initiative in ordering it.

I trust it will be conceded that instruction in English forms part of secondary education. Every school-boy has not the means of obtaining it, nor does he care for it. It is to be imparted to those students who desire for it after they have finished in vernacular a course qualifying them for all the ordinary purposes of common life. If this be granted, English should not be considered a local but a general subject, not a Provincial but an Indian one. I grant that the different Provinces have their own peculiarities; but they should be considered in the communication of primary education. The difference between any two of the Provinces is not so great or striking as between any one of them and England, which has hitherto supplied us with all our English books. The habits and customs of the people are nearly the same, their ideas run in the same channels, and the languages intended to express them are cognate. It will not therefore be difficult to devise a series which will do for all. Proper names of persons or less known local objects might be easily changed in printing the books for the different Provinces, and thus a little local tinge might be kept up.

The first two or three books will, of course, be elementary, and will be designed more to teach the construction of the language than to give any great information, and the subjects treated in them will be "such as can be realized by and brought home to the imagination of native boys." But here also instruction and amusement must be combined with the study of language, for a lesson to be entertaining, the subject must be familiar, and yet the information given must be new. A boy who has gone to the English entrance standard, knows all that is given in the lesson on "Ass" in the Sirkar's First English Book, and is, perhaps, able to correct the author on some points; but if he had been informed in suitable words that the ass is a patient and enduring animal; that it is hardy and carries so much of weight; that in some countries it is used for riding, and travels at the rate of so many miles per day; that it is herbevorous, but unlike the ox, it does not ruminate; that like the horse it rises upon its forefeet, but is not so swift; that it is as useful as the horse and the ox, but costs its owner almost nothing for its feed, he would have placed before him some matter for observation and reflection. The next three works need not be entirely Indian. The student must be gradually introduced to English, that is English, to the writings and thoughts of English authors, otherwise he cannot hope to be an English scholar. The books therefore should contain easy selections in prose and poetry, and also lessons on some natural phenomena described in a familiar manner.

The books besides being well graduated should be suited to the time during which each is to be taught. I have seen some which are too small and others too big for a year's course, and I think that, except in mathematics, no school book should contain matter for more than one year's reading. There are two vernacular readers in Oudh, each of which is used under two standards. There cannot be much gradation in the lessons, particularly when they are poetical readers, and no prose is taught along with them.

As to the preparation of the English readers, and I should say, of all school books, I am decidedly of opinion that it should be entrusted to persons of approved ability in the different subjects as recommended by all the committees, and not left to public competition as desired by the Bengal committee. To write books for children is not an ordinary task, and the best scholars have failed in the attempt simply because they could not place themselves in the position of the students for whom they were writing, and could not imagine the difficulties of the teachers. The writers must know the art as well as the science of teaching, and I believe such persons are not to be found in abundance and without work to take up the whole of their time. They will not condescend and hazard their reputation by competing with newly fledged school-boys or presumptuous school-masters, nor will they submit themselves to be criticised by persons who, for want of practical experience, may not know the subject half so well as they do. The statement that Bengal has called forth a large and varied amount of school literature by not fixing books for each standard, and allowing free use of books of different authors, is, I think, not borne out by facts, at all events in the case of English reading books. By looking over the list of prose readers reported on by the local committee, I find that out of fifteen different sets of them in use, only four belong to Bengal, and of these four one is the old Calcutta School Book Society's series, and another the Presidency readers. Of the remaining two the Bennerji's series is condemned, and of the Sirkar's series we have a specimen before us. The competitive system therefore has not produced anything worth mentioning. Competition to produce the best books will not be suppressed by getting one set prepared by well-known authors. There is a standing school book or literature committee in every Presidency, and all books sent by private authors to the Director of Public Instruction for patronage are submitted for its opinion. If the committee think that a certain book can fairly supersede any of the existing class-books, it will not be difficult to adopt it whenever it may be convenient to do so without any loss to Government, by whom the copyright should be bought.

For the preparation of elementary works, whether in vernacular or English-native agency assisted or superintended by one or two European scholars and experienced teachers, should, I think, be preferred to English authors, however able they may be. We have had men of Mr. Howard's ability, who in writing for, school-boys, soared above their powers of comprehension and presented to their mind such foreign and difficult ideas as could not be realized. A native must know better what his boy can understand, and what information is suited to his young mind, and if what he writes is properly shaped and polished by an English man, both the matter and the style will be unobjectionable.

Reading books, vernacular.—These appear to have been provided for in most of the languages. There are thirteen principal vernacular languages in which education is given, and in eleven of them, *viz.*, Marathi, Guzrathi, Sindhi, Canarese (Bombay, Mysore, and Madras), Malayalum, Tamil, Telegu, Bengali, Burmese, Urdu and Hindi, complete sets of readers of four to seven books or the first and elementary parts of them exist. Some of them are approved of, some are undergoing revision, and some are being enlarged and completed. The present Urdu series is the smallest; but Major Holroyd is bringing out one of eight readers, which, if approved of, will do for the whole of India. There are no papers regarding Assam before the committee, and I do not know how far the province requires books of its own. The province of Urya, comprised in the Governments of Bengal, Madras and the Central Provinces, badly requires a series for itself, and one of the Governments must prepare it. It is not necessary for the Government of India to interfere with the Local Governments in the revision and completion of the vernacular readers, where they are still defective or incomplete. The work should be assigned to native officers of the Educational Department, who alone, it will be granted, can be better acquainted with the idioms and niceties of their own language.

Books on Grammar, English.—"There is an almost universal dissatisfaction" with the existing books on this subject, some being antiquated and others unsuited to the capacity of Indian students. There is no wonder in this, and the incomprehensibility of the books is more to be attributed to a defect in our system of education than to any great fault in the English books themselves. The progress of the boys should be from the known to the unknown. We commence to teach English grammar before he knows anything of English or his own language, much less of the grammar of the latter. I find that in several provinces the study of English is allowed after a two years' course in vernacular and English grammar is taught with it. Major Holroyd has prepared a Primer, entitled "How to speak and write English," the object of which is "to familiarize the student from the very first with English idiom, and more especially with the idiomatic use of the tenses," and he has endeavoured "to exercise the student thoroughly in all the various uses of every tense." He states that when a boy "has thoroughly learned the whole book," he will have been thoroughly exercised in the various uses of the English verb," and will be able "to read with occasional reference to a master or a dictionary any simple book." He intends to add to this book a short Urdu-English grammar in which will be summarized "the grammatical forms and the principles of construction" learnt in the Primer. I should consider this hot-house English and hot-house English grammar.

From the classification of studies in the Punjab, and from the construction of this Primer, it appears that the book is to be placed in the hands of a lad who has attended a vernacular school for two years, and during this period has gone through the first book in his own language, of the grammar of which he has not heard a single word. If this is true, I shall not be wrong in saying that we proceed, if not from the unknown to the known, from the difficult to the easy, I have seen schools in which boys studying English for four years could distinguish parts of speech and parrot-like parse words, but did not understand what they were saying, nor give vernacular equivalents of the simplest grammatical terms. The Bombay committee recommend that elementary English grammars should be written in the vernacular, and the sub-committee appointed to examine the reports of the Provincial committees, with reference to English readers and English grammars, strongly supported the recommendation. It is based on the supposition that we teach the pupils grammar of their own language before we teach them English grammar. In the Bombay Presidency a student is not allowed to learn English before he is able to parse simple sentences in his own language. He is then able to understand grammatical phraseology, and with its aid to learn the grammar of a foreign language more easily. To teach him English grammar, a book is now prepared by an assistant master in the Elphinstone High School, which is intended to take him through the whole subject in two years, and the rules, examples and exercises in it are so arranged as not only to give him a fair knowledge of the construction of the language, but to enable him to translate from English into vernacular, and *vice versâ*. It is stated that similar attempts are made in Bengal and the North-Western Provinces, and the other Governments may be requested to do the same. When such a book has been once thoroughly mastered, the student will find no difficulty in following the advanced English books on the subject, and it will not be necessary to prepare a new book for them.

Books on Grammar, Vernacular.—It appears that there are approved books on grammars in seven* languages out of thirteen. There are approved books in Telegu in Mysore, but not in Madras. The latter province may take them from the former if they are really good. The Madras committee recommended the preparation of three graduated books, but as yet none appears to have been prepared. There appears to be no satisfactory book in Urdu; the books in the North-Western Provinces and Oudh are not approved, and no mention is made of them in the Punjab Committee's report. Probably there are suitable books in the last province, and they may be introduced into the other two. If not, Major Holroyd will include one or two in the series under preparation, or somebody else may be asked to write them for the whole of India. It is not mentioned whether there are suitable books in Sindhi, Malayalum, Assam and Urya. Probably there are in the first language. The respective Governments must be requested to appoint competent native authors to supply the want where felt.

Marathi.	Bengali.
Guzrathi.	Tamil.
Canarese.	Burmese.
Hindi.	

Books on History.—There is a great dearth of suitable books on this subject, and the cry for them is general. The Bengal committee recommended that the order in which history should be taught should be the province, India and England. I do not think England need be taught separately, and even if it be desirable to do so for the University entrance examination, it should be taught after an outline of general history. A student should of course know in the first instance something about his own province, which in India is as big as an independent country in Europe. Then, as a basis for a knowledge of the world's history, he should know that of his own country. The history of his province the student should learn in his own language, and should be written in the vernacular only. History of India will have to be taught in English, as well as in vernacular, and the same may be said of the history of the world. From the papers before the committee it appears that as yet only three provinces, namely, Maharastra, including the Southern Maratha Country, Guzrath and Bengal have their own histories. Although every one of the rest may not be entitled to be separately written upon, still such provinces as Mysore, Sindh, Nagpore, the Carnatic, Punjab, Oudh, Delhi and British Burma have their own histories, which it will be impossible to give in detail in a text-book on Indian history without making it too bulky or a useless compendium of names and dates. Those Governments therefore who wish to have the Indian history of their provinces taught in detail should be requested to have it prepared in vernacular.

The book on the history of India should be intended for the whole of the country, and should touch all the different provinces according to their importance. As the Bombay committee states, it should be written from an Indian point of view, and should be intelligible to Indian students and masters, and all ideas with which the native mind is not yet familiar should be explained. Morris, on the very first page of his history, states that at a very remote period, a people, who called themselves Aryas, entered India from the north-west, and spread their laws and civilization. This statement is quite unintelligible and misleading to many. In hundreds of schools which I have visited, I put the question who the Aryas were to the most advanced boys, and got no answer. If the writer had mentioned that the invaders were the ancestors of the present Hindus, who called themselves Aryas, the information would have become more striking to the student, and would have rendered the subsequent history of his race clearer. The arrangement of the book should not be according to provinces, but according to eras or periods, and the whole history should be built up to the present time, giving the state of the country at different periods. Mr. Lethbridge has prepared a book on India, and also an abridgment of it, which I find has been accepted by the Syndicate of the Calcutta University as the standard book on the subject for the Entrance Examination. I have seen the larger book, and if I am allowed to express an opinion, I should say it is dry and uninteresting to children. There is an immense amount of matter thrown into a small compass, and consequently all the necessary delineation of characters, events and scenes, and all the romance of history is excluded. His short history of India is probably more attractive and has been translated into Bengali. The Madras Government has asked Mr. Hunter to prepare another book, and when that is ready, the better of the two should be made a standard book in English for the whole of India, and translated into the different vernacular languages.

The next book required is a good general history in which India should be made the standing point, and all the currents of history, small and large, be viewed

from it. It should also be divided into periods, and, as far as possible, they should correspond with those of the Indian history. It is true that to a reader of ancient history India presents only a small amount of well ascertained facts, but it will be much better to add to that amount previously mastered, other facts, than to begin with a new country. India has had connections, either political or commercial, with all the ancient empires of the world, and it will not be difficult to write a connected history.

As yet general history appears to have been taught in Bengal, and prescribed in Bombay, and the following books are reported upon: Peter Parley's Universal History, Marshman's Brief Survey of History, Wilson's History of the world, the World's History of Thacker, Spink & Co.'s series, and Outlines of Universal History of Bombay. The first and the last are condemned, and the second and the third do not satisfy the conditions mentioned in the above paragraph. If the World's History is a good one, it should be translated into all the Indian languages, otherwise a new one should be compiled on the principles above stated. In this book English history should be given in greater detail, and the relation between England and India, political and commercial, clearly traced from the beginning.

For histories of England, Rome, Greece, or of any other country, no new books need be prepared, the student will easily follow any of the English authors, and go into all the ramifications when he has made himself acquainted with the main features of the World's History.

Geography.—As in history, we should have books on Provincial, Indian, and general geography. The first should be local and written in vernacular; the second either local or imperial, and the third imperial.

The last two, if both be made imperial, should be translated into all the vernaculars; the books on history and geography should be connected, that is to say, all the places mentioned in the former should be specially given in the latter with all the allusions. Geography, in order to be interesting, must be descriptive; to the bare names of places must be added their physical and local peculiarities.

Except in Bombay, Berar, the Central Provinces and Bengal, no books exist on provincial geography. In Burma one was under preparation in English, and we do not know whether it has been completed and translated into vernacular or not. It is therefore probable that the subject is not taught in any of the other Provinces as it should be. I have seen but few books in English on the geography of India. There is Duncan's Geography, which, when I read it about four years ago, contained many inaccuracies. A new edition of it has now been brought out. Blochmann's Geography of India has been well spoken of. The first part of the new book prepared by the Bombay Educational Department contains the most recent statistics. Then there are books on the subject by Pyari Charan Sirkar, Laurie and Burgess, but the want of a good book appears to be felt everywhere, and I am inclined to think that an imperial book will not be unsuitable to any of the provinces, as I find that each of the two or three books named above is used in more than one province. The books on general geography are numerous, and we have only to select one from them for general use.

Books on Arithmetic and Mathematics.—There is not much to be said or done on this subject. Colenso, Barnard Smith, Bradshaw, Todhunter and Potts are the authors generally approved of. Hamlin Smith's Euclid is used in the Central Provinces, and Stilson's Arithmetic in Burma. Bradshaw's Arithmetic is written especially for Indian schools. Barnard Smith has introduced Indian weights and measures into his books, and Todhunter has published an Algebra with examples taken from Indian tables. The works of native writers furnish an inexhaustible store of examples to the vernacular student on the principles and rules enunciated by the above authors, and we have simply to report that it is not necessary to take any steps with reference to this branch of school studies.

Books on Physical Science.—This is a very wide department; and in considering the books on it, I am not sure whether we shall not be transgressing the bounds of our prescribed work. However, as books on some branches of it are prescribed for certain examinations, it may be as well to notice them. The Madras committee deplored the exclusion of physical science from the school curriculum and even from the First Examination in Arts, and the Lieutenant-Governor of Bengal hoped Native authors would pay attention to the preparation of "Manuals of Chemical and Botanical Science," and sanctioned such books as Blandford's Physical Geography, Roscoe's Chemistry, Mookerjee's Botany for examinations for Vernacular and Minor scholarship courses. In Oudh the committee stated that a translation of the Cambridge ordinary B. A. course in natural philosophy requiring only a

knowledge of Euclid, had been prepared and would be introduced into the curriculum of the vernacular town schools, if found not too difficult. Blandford's Physical Geography is taught to the Entrance class in the Central Provinces, and Huxley's Primers are recommended in Punjab.

The teaching of natural science in our schools is, I believe, of very great importance, but the question when and how it should be taught is open to discussion. Some would teach it by lectures, some with the assistance of text-books, and some would insert portions of it in the reading books. I am of opinion that it is absurd to talk of teaching systematically in vernacular such sciences as chemistry, botany, geology, &c., and I am at a loss to understand how the first two have been recommended and sanctioned for the Minor and Vernacular scholarship courses in Bengal when the students to be taught are below the age of 13 or 14, when the vernacular languages are so lamentably poor in scientific literature, and when the teachers themselves, judging from the schools they have to conduct, cannot be expected to know the subjects themselves, and are complained of. I am afraid such common subjects as atomic theory, chemical affinity, laws of combination, &c., are not likely to be understood by children, and I know many grown up persons who cannot be made to understand them easily. The subject of vegetable physiology is not less difficult, and the artificial and natural systems of classifications of plants and the distinction between an order and a genus, and a genus and a species, can hardly be comprehended by one who has not exercised his observing faculty carefully and constantly.

I highly approve of the measures taken or recommended to popularize science, but I deplore that its study is neglected where it ought to be most encouraged, I mean in the colleges. Before the constitution of the Universities, science entered into the curriculum of every college, and was not taught as an optional subject. But now few students take up what is best suited to expand their mind, and eventually to develop the material resources of their country. I remember the time when struck by the novelty of the results of experiments on electro-metallurgy by a Professor of the Elphinstone College, I prepared a small battery of two cells, and with its assistance was perhaps the first person to practise electro-plating in Bombay.

One of the difficulties in rendering the study of science popular is stated to be the absence of an accepted terminology in the vernacular languages. I should say the want of any great desire among the natives for the scientific knowledge of the West, and the difficulty of communicating it in vernacular, act and re-act upon each other and produce a complete stagnation, and it can be removed only by making some of the subjects as necessary branches of the University course, and opening an outlet by fixing an Indian nomenclature. The latter is a very difficult task, and it is a question whether it can be easily accomplished, and if it can be, whether it will be necessary and beneficial in the end. To me it appears almost impossible, even with the assistance of the best classical languages of India, to invent a terminology that will be sufficient even for a small portion of the circle of sciences. The first difficulty the inventors will find will be how to represent the idea conveyed by a term, as most of them have lost their etymological meaning and acquired a conventional one. Oxygen does not necessarily produce an acid, the Devonian rocks are not confined to Devonshire alone, and electricity is better produced from other substances than from electron. When they find equivalents to all such terms, they will be troubled with the difficulty of forming prefixes, affixes and combinations, which are really countless. Supposing a body of savans succeeds in completing this Herculean work within a definite time, it is to be seen how the result of their labours is to be utilized. There will always be two sets of readers of scientific books, the larger one, consisting of those who have acquired a knowledge of English, and the other of those who know nothing of it. The former would, of course, use the English terminology as best known to them, and the latter would be separated from them. India will therefore be divided against itself, and the vernacular divisions will be sub-divided into those people who speak the languages derived from Sanskrit, and those who speak the dialects fed by the Persian and the Arabic. Such a state is very undesirable indeed, and I would rather incorporate the foreign words into our languages than to create factions and sections.

The members of the Bengal Committee have discussed this subject very vehemently without coming to any conclusion, and I do not think the discussion will ever terminate in a manner satisfactory to all the parties. Babu Rajendralala Mitra classifies scientific terms into six classes, and recommends that those of the first four should be translated and the others transliterated. He also has no

objection to the production of hybrid compounds. He would retain the word quinine as it is, and translate sulphur. The latter is no doubt a very common substance, and it would seem rather awkward to mention it by its English name. I should not think of translating the native word into English to be used scientifically if I could see how to avoid it. Babu Rajendralala thinks that in chemistry compounds of crude terms such as prefixes having reference to the number of atoms should invariably be translated by native words. I do not know how this has been done in the translation of Roscoe's chemistry, but before I subscribe to his opinion, I should certainly like to know how the native word for sulphur can be changed to convey ideas expressed by such words as hypo-sulphurous, sulphurous, sulphuric, hypo-sulphide, sulphide, sulphate, sulphurets, sulphuretted, and sulphurious. The English nomenclature was tried in lectures on chemistry and natural philosophy delivered in Bombay some years ago in the Marathi and Guzrathi languages, and it answered better than a new one, which was attempted, but since abanboned. The hearers became soon accustomed to all the English terms, and they have been used ever since. The practice of photography has now become common in India, and its English nomenclature is not only used by the native photographers themselves, but is known to their wives and children, and to every one who knows anything of the art.

India has to buy all its chemicals at English shops, and even if the people frame an Indian terminology, they will have to use English names when they go to buy the articles or ask the merchants to change their names. Such words as slate, pencil, pen, rubber, book, table, bottle, boots, are so far Indianized that we shall make ourselves fools if we go and ask for them by other names. The mixture of Indian and European languages commenced long ago, and is not likely to stop as long as we are politically and commercially connected with the West; and I do no not see any objection to borrow more words for a most important object.

Although it is impracticable at present to teach science systematically in any of the schools, yet that branch of it which treats of the outward common phenomena of the world, I mean physical geography, is susceptible of being taught in more ordinary language, is attractive and useful, and teachers may be found able to do it some justice. Blandford's book on the subject is pronounced to be a good one, and I would recommend that it should be taught to the highest or one next to the highest class in all the high schools, and that it should be translated for being taught to the highest class in purely vernacular schools. I do not know what Huxley's Scientific Primers are, and consequently cannot judge how far they are suitable to be taught in schools.

I would also recommend that some natural phenomena, such as the atmosphere, winds, clouds, rain, dew, rainbow, mirage, tides, eclipses, may be described in an unscientific language in the reading books, both English and Vernacular. These subjects admit of being treated independently, and the communication of their knowledge need not be postponed until the students go to the highest class, which many of them will not reach.

Books on general literature.—This is a class of books which will be produced as there is demand for them, Government can encourage their production, but cannot undertake it. The Provincial Literature Committee can do good deal by subscribing to a large number of copies of the best productions on any useful literary or scientific subject, and by presenting them to school libraries, or as prizes to school-boys, extend their circulation. A generally felt want will not remain long unsupplied when many authors are found to write upon one subject, but should the Committee think that there is a gap to be filled up, the Director of Public Instruction may advertise for a new book and may offer suitable reward for the best. There is a Committee in the Bombay Presidency called the Dakshana Prize Committee, which every year offers two rewards for books on subjects prescribed by it, and it has now got a stock of manuscripts which it is not able to publish.

In the Government Resolution before us, some higher and special vernacular literature is aimed at, including books on such subjects as law jurisprudence, principles of evidence, and other similar departments of educational course adapted for the training of aspirants to official employment or public life under Government. I believe such books are not wanted everywhere. The law classes attached to the Universities every year turn out men for whom Government cannot provide places. In the Bombay Presidency the knowledge of English is made *sine quâ non* for the pleaders' examination, and in employing natives Government gives preference to those who know English, whether their duties may require it or not. The object of Government in training in vernacular men for official employment under

Government, and thus enlarging the field of selection, is a very praiseworthy one, and if Government is prepared to overlook the distinction between men trained in the colleges through English by competent English Professors, and passed by the Universities, and those taught by the assistance of a few books translated into vernacular, I say let it be carried out at once. But unless this is done, no students will be found to learn such subjects in vernacular, and the books prepared will share the fate of those produced by the Alighar Society and by Government in the different Presidencies.

But there may be some people who may have a dislike for English education, or prejudices against it, as the whole country had some fifty years ago, and yet they may be desirous of obtaining through their own language the advantages of Western learning and thought on some of the higher branches of knowledge. Among them the progress of English must be naturally limited, and the staff of English-knowing Native officials comparatively small. For these people I should strongly recommend the preparation of books on subjects mentioned in the Resolution, not simply with the view of supplying the present want, but for creating a desire to know more about the subject in their original varied form. It is not to be supposed that the books will be used for a very long time, but they will serve their purpose and will be superseded by English books.

The consideration of suitability of books for the purpose of teaching in Government schools is a subject which cannot be treated independently of the consideration of the classes to whom they are intended to be taught. We see for instance a book taught, but not understood, which must mean that it is not understood by those whom it is taught, and not by those who are able to understand it. We are therefore led to consider what books are suited or should be taught to the boys at the different stages of their progress. Government school education is classified into primary, middle and higher, and the lower limit of the first and the higher limit of the last are the only ones which are as yet clearly fixed. In Punjab, North-Western Provinces, Bengal and Madras the course of primary educations extends over two years; in Bombay, Central Provinces and Berar it extends over four years. In some provinces the high school course consists of two years, in others of three or four years, and I am quite sure that forms of the Statistical Committee will not apply to the whole country, if some clear understanding is not arrived at on this subject. The first question is what constitutes primary education, and whether it should include English in it or not. I am of opinion that primary education should be purely vernacular, and should include such subjects as reading and writing fairly, arithmetic sufficiently enough for the ordinary purposes of common life, some knowledge of the part of the country in which the student lives, and some acquaintance of the rules of grammar. If this definition be accepted, I shall proceed to show how it applies to the different provinces.

We have before us the standards of three provinces, *viz.*, Punjab, North-Western Provinces and Bengal, and it appears that in two years of his attendance the student is taught the vernacular primer, a small portion of the multiplication tables, and in Oudh the first four simple rules. This is all that a boy requires to know to enter upon his studies in English, and we have to imagine what difficulties he has to encounter in prosecuting them. I must say that when a boy begins English, he cannot attend to his vernacular studies, and when he begins them at such a tender age, it is impossible for him to do so. I wonder how the study of the multiplication tables has been so lamentably cut down in the northern part of the country. English is introduced too soon, and it appears that English method is applied to the study of the tables. I do not know what the people here think of it, but in Maharastra and Guzrath the Government schools will be all empty if all the tables, integral and fractional, were not taught in them carefully. They take full two years, and render the study of arithmetic, and particularly mental arithmetic, remarkably easy. I have found that Mahomedan lads, who were not required to go through them, were invariably the worst calculators, and some of the best informed members of their community complained of the different system of education with regard to them.

In the Bombay Presidency no boy is taught English in a Government school until he has passed an examination in reading, writing, dictation, elementary parsing, history of his province, geography of the province, and general geography of India, and arithmetic as far as simple proportion and simple interest. This course constitutes primary education is intended to be taught in the merest village school and extends over four years. In the second year the boy is taught the geography of his collectorate orally; in the third he learns that of the Presidency, and in the fourth of India, and thus he goes on synthetically. In Oudh, geography of the province

is taught in the 3rd class from the bottom, and of Asia in the fourth. Is not India to be taught separately? In the North-Western Provinces vernacular grammar is commenced in the 5th class from the bottom, and with it are taught the following subjects in English :—"The elements of grammar and formation of simple sentences, spelling, and writing dictation," Laurie's Oriental English Reader, Book III, Muthra Prosad's Practical English, Part I, and Stapley's Exercises, Part I. I wonder whether the boy can learn his own grammar under the pressure of so much English and the outline geography of the world, which is preceded by the "Outlines of the Province and of India," and succeeded by the "Outline geography of Asia and Europe." In arithmetic the boy has to learn simple multiplication and division in his own language. It appears that vernacular is sacrificed to English, or altogether neglected.

The above statements indicate the necessity of some system, the want of which renders it almost impossible to judge of the progress made in each province, and to compare province with province. Government education has been classified into primary, middle class and high. The schools will also be designated primary, middle class and high. The primary course should include, as I have stated above, subjects necessary for the business of common life, and they will be reading books and written papers, writing to dictation, and arithmetic as far as simple proportion, and mental arithmetic. To these may be added some acquaintance with the rules of vernacular grammar, history of the province, and geography of the province, or even of India. Some may think that grammar, history and geography are not the necessary parts of primary education, but if they agree with me that a knowledge of simple proportion is necessary, they will find that by the time a student goes up to it, he will be able to acquire the knowledge of the other subjects also. The middle class course should not be taught before the student has completed the primary course. The middle class course should include the whole of arithmetic, and such other subjects as will qualify the student for the public service, and take him to the stage at which he is able to improve his own knowledge. This course may be in vernacular or Anglo-vernacular, but the subjects should be the same or nearly the same, except the addition of a fair knowledge of English to the former, for which two additional years may be allowed. It should include knowledge of Vernacular grammar and of English grammar in the case of Anglo-vernacular schools, History of India, and, if possible, a general knowledge of the history of the world, general geography, and, if possible, the elements of physical geography, and ability to write, in a fair current hand, a letter or report on some common subject. The high school course is determined by the Entrance examination, and cannot be interfered with by us. Its standard varies in the different Presidencies, and marked difference is observed in the abilities of candidates passed in them. There are schools in which more than one of the three courses are taught, but if the subjects be clearly fixed, it will not be difficult to show the divisions separately for statistical purposes.

There is one more subject touched upon by some of the Committees, and that is the establishment of normal schools for training masters. This point cannot be insisted upon too strongly. If we wish all our ideas about education to be realized, we must train good masters. Bitter complaints are heard from all sides about the incompetency of most of the present teachers, and yet I see a tendency to do away with the means of bringing out a qualified staff. The old colleges aimed at producing good teachers, and in the Elphinstone College the students of the two highest classes were called normal scholars, and while receiving college education they were required to teach one hour every day in the lower school in order to qualify themselves for the duties of a teacher. The present graduates receive no such exercise, and the normal schools which existed in Oudh and Bengal for vernacular masters have been, or are being, abolished, and students of middle class schools are appointed teachers without any special qualifications. It is therefore no wonder that many of them are useless. If the Committee think that they can take this question into consideration, I would propose that the Government of India may be requested to direct that the provision for training masters should be maintained in every province, and where wanting should be made.

The following is a summary of proposals and recommendations contained in the memorandum :—

1. The courses of the primary, middle class and high schools should be fixed, and should be as far as possible uniform in all the provinces.

2. No student should be allowed to learn English before he has passed in the primary course.

3. Books for the primary course and readers and books on grammar for the vernacular course should be local and prepared by native authors of approved qualifications.

4. Books for the secondary courses should be imperial, and should be either specially prepared or selected from the books used at present.

5. The copyright of all vernacular books and of those English books specially prepared for the Educational Department should belong to Government.

6. Elementary English readers to be prepared by native writers and revised by English scholars.

7. Elementary English grammar to be taught through vernacular, and works to be prepared on the subject in all the languages.

8. Study of physical geography to be introduced in all high and middle schools, and Blandford's book should be translated for vernacular students.

9. Sciences like chemistry and botany should not be taught in primary and middle schools, but their study should be encouraged in colleges, and, if possible, in the high schools.

10. English terminology should be adopted.

11. The preparation of any school book should be entrusted to a well qualified person, and not advertised for competition.

12. Books on such subjects as law, jurisprudence, &c., are not generally required, but may be written for those who wish to study them through the vernacular and introduced in colleges.

13. Where necessary, normal schools may be established for training school-masters.

APPENDIX VII.

Note by C. H. Tawney, Esq., dated Simla, the 16th June 1877.

As we have now thoroughly examined the reports of the Provincial Committees, I wish to state distinctly what questions in my opinion lie before the Committee for decision. I think that before we make any suggestions to Government we must make up our minds on the following points:—

(*a*). Is a new series of English Readers required? If so, should each province prepare its own series, or should an imperial series be prepared for the whole of India?

(*b*). Is a new History of India required? If so, how should it be prepared?

(*c*). Is a new Geography of India needed, or will the existing works satisfy all requirements?

(*d*). Is Dr. Huxley's Physical Primer Series suitable for Indian schools? Should it be translated into the vernacular?

(*e*). Should free trade in vernacular school-books be allowed, or should a Standing Committee be appointed in each province, as in Bengal, to choose the best works, or should one series be authoritatively prescribed for each province?

(*f*). Is it necessary to prepare a new imperial series of Arabic, Sanskrit and Persian books, or should each province be left to supply its own needs in its own way?

(*g*). Is it desirable to have simple popular treatises prepared in the vernacular on such points as manufactures, the laws of health, the functions of Government, the principles of jurisprudence, &c., or are such works likely to be produced by the spontaneous efforts of native authors? In the former case, what is the best way of encouraging them. Should prizes be offered for essays on such subjects, or should Government pay the cost of the publication of a first edition of works prepared by competent authors appointed by Government?

(*h*). In the preparation of this series, should it be deemed a desideratum, ought European scientific terms to be transliterated or translated?

(*i*). Is a new English Grammar required?

(*j*). Should a uniform classification of studies be adopted in all the provinces of India?

2. With regard to—

(*a*). I wish to observe that it is important to have the Primers intended for the lower classes of schools furnished with notes in the pupils' vernacular, and glossary giving the vernacular equivalents of all difficult English words. This would be a great help to teachers. I believe some such works exist.

(*b*). It seems likely that Mr. Lethbridge's History supplemented by Dr. Hunter's will satisfy all requirements.

(*c*). Many good geographies are in existence, and more will no doubt be forthcoming.

(*d*). The series is in course of translation in the North-Western Provinces, but if the treatises are used in Bengali schools, the ideas will soon find their way into Bengali literature.

With regard to—

(*e*). I must express my decided approbation of the system at present followed in Bengal.

(*f*). Possibly some existing series will fulfil all requirements.

(*g*). No encouragement is required in Bengal, but I can imagine that Government might find it desirable to stimulate the production of such works in some of the other provinces of India.

(*h*). I think it should be left to authors to employ the terms they find most convenient. In the struggle for existence the best terms will eventually gain the day.

(*i*). I think an easy English Grammar is required for the lower classes of Indian schools. In this grammar English idioms and inflexions should be explained in the vernacular of the pupil. The works of Morris Bain, Adams and Whitney will meet the requirements of the higher classes.

APPENDIX VIII.

Note by E. Lethbridge, Esq., dated Simla, the 15th June 1877.

I. It seems to me that the Provincial reports have treated the subject, in each Province, fully and exhaustively. If the recommendations of all the Committees were carried out, there would be little left to be desired in the matter of school text-books, except a little uniformity of system in some matters, to be noticed hereafter, which should result from the recommendations of the present Committee.

II. With regard to the way in which the Provincial reports have been acted on by the Local Governments.

I think that the most important point, the absolute prohibition of all books condemned by the Committee, in all Government schools, has been overlooked in most provinces. The enforcement of this prohibition should be recommended at once.

As far as the province of Bengal is concerned, the above measure is all that is needed to be done beyond what has already been done, the appointment of a Standing Committee and notification of the actual needs of the province in the way of English and Vernacular text-books. Experience teaches that, in that province, private enterprise may safely be trusted to do all that is needed. Already a large number of text-books, English and Vernacular, have been produced by private enterprise in accordance with the recommendations of the Committee.

In Bombay and the Berars little progress seems to have been made in carrying out the recommendations of the local Committee. A large number of valuable projects recommended by the Committee, especially in regard to vernacular text-books, ought to be put in hand at once. Such as the adaptation of Mr. Hope's series to the other vernaculars of the province: and a Standing Committee should be appointed.

The Madras authorities seem to have been more active than any others in this matter. The appointment of a Standing Committee, and the prohibition of condemned books, might be suggested to them.

The work of reform seems also to have made progress in the North-Western Provinces, the Punjab, and the Central Provinces. Co-operation between these provinces in the matter of vernacular text-books (as between other provinces having common vernaculars) should be organised by this Committee, and is touched of in my Part IV. The Punjab already has a Standing Committee; the other provinces should follow suit.

With regard to the general question as to what further should be done in the various provinces, all that I have to suggest will be contained in Part IV. All that we can fairly recommend to the Provincial authorities is—

(1).—Carry out the reforms recommended by your own Committees.

(2).—Conform as far as possible to our general recommendations (of which hereafter).

III. With regard to attainment of the objects set forth in the 3rd paragraph of our instructions, I think it might be for the public good, and conducive to the dissemination of true principles in matters of public importance, if a series of simple manuals were prepared in the seven most important vernaculars of India (Bengali, Urdu, Hindi, Marathi, Gujarati, Tamil and Telugu) on such subjects as—

(1).—The elements of Political Economy, especially as applied to India.

(2).—The principles of the British administration of India (of course avoiding all controverted points).

(3).—The principles of sanitation and hygiene.

(4).—The elements of scientific agriculture.

(5).—The theory and practical working of the most important indigenous manufactures.

(6).—As a sub-division of (1), it is probable that a special treatise on money matters and banking would be useful.

In some of the vernaculars (as in Bengali) treatises on some of these subjects already exist. These should (with the consent of the authors) be examined, revised if necessary, and incorporated in the series.

IV With regard to the general measures to be recommended by the Committee—

I will divide my remarks under this heading into three parts :—

A.—Measures affecting English and Vernacular text-books alike.

B.—Measures affecting English books only.

C.—Measures affecting Vernacular books only.

A. I think that the Government of India should request each Local Government at once to nominate a Standing Committee for text-books. This Committee ought certainly to consist of not less than ten members, partly European, partly Native, in as nearly equal proportions as the circumstances of the province will admit—the Director of Public Instruction being *ex-officio* President, and having a casting vote.

The Committee should be bound to examine all text-books submitted to them, and in the case of all rejected books to give in writing reasons for the rejection. They should be bound to publish quarterly in the local *Gazette* a list of books authorised to be used in Government schools. All other books should be strictly prohibited; and all Inspectors and Deputy Inspectors of Schools should be required to state in their annual report whether this rule has been complied with.

Subject to this restriction, *viz.*, the prohibition of objectionable or defective books, the Local Governments should be recommended (for the sake of encouraging competition, and the production of a thriving vernacular literature) to allow free trade in text-books as far as possible, *i. e.*, to allow Head-masters and School Committees freely to choose their text-books from the lists of authorised books printed in the *Gazette*; the fact of the Standing Committee having previously examined and approved of all such books being a sufficient guarantee that this freedom of choice will not be abused.

A further duty of the Standing Committee should be the provision, under certain definite rules, of a machinery for obtaining new text-books in any subjects in which suitable ones do not already exist. In all such cases they should notify in the local *Gazette* the nature of the book that is wanted and invite applications from authors. In some provinces, as in Bengal, this would usually be all that is needed: one or more books would soon be produced, and *all* such books that come up to the required standard of merit should be placed on the authorised list. But even in Bengal this would not be the case with scientific works and other books that would not command a remunerative sale: and in some of the other provinces it might not be the case with many text-books actually needed in the schools. In these cases the machinery that has hitherto been used is defective, as is evident from the fact that it has often failed to elicit the production of the books. It is generally of very little use to offer a reward simply for the best book that may be produced: for really good authors of established reputation will not write or translate a book, with the chance of having all the trouble and expense of producing it lost to them. On the other hand, if an author is nominated, the Government is pledged to the acceptance of a book it has never seen, and moreover the author has not the stimulus of competition. To avoid the evils of the two methods mentioned above, I think the following system should be ordered to be adopted. A notification should be put forth that such and such book is wanted, inviting applications from qualified authors; and stating that from among the applicants the local Standing Committee would choose a small number (say two, three, or four) of the authors of highest repute, and that the Government would pay the cost of printing and publishing a small first edition, of say 500 copies, of each of the productions of these selected authors, and that *all* the books so produced that might satisfy the Committee would be put on the Government authorised list. And in the case of those works of which the sale would certainly be small and unremunerative, a small additional reward might be allotted to the work found to be the best in each such subject. The method here recommended would be *slightly* more costly to Government than the other methods; but it would certainly elicit the best possible books, and the small extra cost (only amounting to the *actual cost* of printing and publishing 500 copies of one or two extra books, over and above the one book actually required) would be amply repaid by the choice thus given between several works and by the impetus given to vernacular literature.

B.—*Measures affecting English text-books only.*—With the great bulk of such books we have nothing to do, as they are used only in colleges or in preparing for the various University examinations. We have only to deal with (1) books used as text-books in teaching the English language (readers, grammars, and composition or exercise books); (2) histories; (3) geographies and atlases; (3) mathematical books (arithmetic, elementary algebra, elementary geometry, and mensuration—nothing more); (4) elementary works on physical science. I will discuss each of these in turn.

1. *Books used in teaching the English language*—First, with regard to Readers or English Literary Selections. There would be many difficulties in the way of preparing an Imperial series of Readers, and it seems to me that, even if such a series were a desideratum (as was thought by the Mysore Committee) at the time of the Provincial reports under examination, it is now no longer necessary. In the first place, all the *junior* books of a series of Readers *must* be provincial, to suit the different vernaculars; in the second, the various provinces have already, in consequence of the reports of the local Committees, for the most part been provided with improved series apparently well suited to their requirements. In Madras the Government has undertaken an extensive scheme for providing an entirely new set of Readers, and some of these are already in existence. In Bombay, a careful revision of the books has been undertaken "by experienced English teachers;" and one of these, the Third Reader, is stated by the Rao Saheb to have already been "thoroughly revised, simplified and printed in a much improved and suitable form." In Bengal, where absolute free trade prevails, and no books are prescribed, or even recommended by authority, the series of Readers that is most generally used, and that was on the whole most approved (with certain qualifications) by the Provincial Committee has been revised, in exact accordance with the recommendations of the local Committee by a combination of European and Native labour, and has been published in a greatly improved form by a London Publisher with all the resources of the best typography afforded by London. The two books ("Selections" and "Easy Selections" from modern English literature) that are most commonly used in the schools of Bengal to supplement this series in the higher classes, have been compiled with the avowed purpose of meeting the recommendations of the various local Committees, and of following exactly the expressed wishes and opinions on the subject of the 300 Head Masters who reported to the local Committee in Bengal—it being thought that the average opinions of those Head Masters would probably well represent what was most suitable for Native youths. Under the system of free trade and open competition, unbacked by any official recommendation, direct or indirect, these two books have won their way into most of the schools in Bengal and Behar; whilst in the other provinces of Northern India, where official prescription or recommendation prevails, both have been officially recommended for use in the schools of North-West and Oudh, and one in the Punjab (the other being, according to the report before us on the subject, also commonly used, though not actually as yet prescribed). The latter has also been officially adopted in the Madras Presidency as a temporary measure pending the completion of the local series.

Thus it appears to me that nearly all the various provinces have either by official action or by private enterprise been supplied with the improved Readers that were so much needed at the time of the local reports.

Next, with reference to Grammars. There seems to be no lack of Grammars for the upper classes: Rowe and Webb's *Hints on the study of English* and Adam's *Grammar* seem to have given satisfaction. For the lower classes there was absolutely no good English Grammar in existence at the time of the local course. Since then, however, Dr. Morris (acknowledged to be the first living authority on the subject) has produced a book specially to meet this want—Morris' *Primer of English Grammar for Indian students*. I think it might be made more generally useful by separate adaptations being prepared to suit each vernacular. I would suggest that Dr. Morris should be requested to put himself into communication with the various local Committees with a view to the preparation of local adaptations of his book.

With regard to composition or Exercise books, there is a good set in Urdu lately brought out by Major Holroyd (*How to speak and write English*), which is unrivalled for beauty of get up, and appears to be in other respects admirably suited to the requirements of our schools. The attention of all the local Committees should, I think, be directed to this excellent series. There is also another series

very highly spoken of by Mr. Stapley in several vernaculars: and Rowe and Webb's *Hints* also cover a part of the ground in the higher course. I do not think we need recommend the preparation of any new series, as these good ones are in the field: but I think that the attention of all local Committees should be drawn to the importance of the subject, and that they should be requested to take measures for the preparation of a local series, perhaps on the model of Major Holroyd's.

2. *Histories.*—The only histories commonly read in Indian schools are: (1) Local Histories, (2) Histories of India, (3) Histories of England, (4) General Histories. The consideration of local Histories should obviously be left to the local Committees. With regard to Histories of India, there are many already in the market: a new one is promised from the pen of Dr. Hunter, a writer of a charmingly picturesque and imaginative style, for use in the schools of Madras—and I have been also engaged to write a new one in Dr. Freeman's Historical course, for use in school in England. The local Committees of Bengal, the North-Western Provinces and Oudh, the Central Provinces, and the Punjab have expressed no dissatisfaction with the Indian Histories at present in use, one of which indeed has been officially translated at considerable expense both by the Government of the Punjab and by that of the Central Provinces. The Committees of Madras, Mysore and Bombay have expressed a wish for a new History of India: but the Madras Government has already taken measures, at a cost of £500, to gratify this wish. With regard to Histories of England and General Histories, there is a very large choice, and the Committees do not seem generally to have complained.

3. *Geographies.*—There seems to have been a great lack of general geographies suited to Indian students, when the reports were compiled. An admirable attempt to meet this want has, however, recently been made by Mr. C. B. Clarke, late fellow of Queen's Cambridge, third Wrangler, and senior Inspector of Schools in Bengal. I think it to be on the whole the best school-book for Indian students that I have ever seen, though it contains a few inaccuracies (usually found in a first edition), which will doubtless be corrected in a second edition, and I do not think we are likely to get a better book on the subject, or that a better one is needed. For Indian Geography, there are two books (at least) generally approved of by the Committees—Duncan's in Madras, and Blochmann's in Bengal, the former is thought too full, and the latter too concise and crowded with names, but subsequent editions may possibly remove these defects—which defects at any rate do not seem to me so grave as to necessitate a formal call for another book. The great lack is undoubtedly a good and cheap Indian Atlas; but such an atlas has been announced by Messrs. Macmillan and Co. of London, and will doubtless be submitted to the judgment of the local Committees.

4. *Mathematical text-books.*—With regard to arithmetics, a general complaint was made in nearly every report, of the absence of Indian tables of currency, weights, and measures, and examples founded on them, in the standard text-books: otherwise Mr. Barnard Smith's *Arithmetic* was nearly unanimously approved. One of the best results of the publication of the reports of the local Committees has been the fact that Mr. Barnard Smith has published another edition of his Arithmetic specially prepared for Indian schools, and containing full Indian tables and copious examples founded on them. With regard to Algebra, the same remark applies. Mr. Todhunter's *Algebra* was unanimously selected by every Committee that reported on the subject: and that well known author has subsequently put forth an Indian edition of his *Algebra*, containing copious examples in Indian denominations. Little need be said on Elementary Geometry: for I think that India cannot depose *Euclid* without waiting for the lead of England—and indeed this is, in any case, a question for the Universities rather than for this Committee. The remarks made on *Arithmetic* and *Algebra* will refer also to *Mensuration*. Todhunter's work was unanimously selected by the Committee's treating of the subject: and Mr. Todhunter has in consequence since published an edition of his work, with additions (on *Practical Surveying in India*, &c., &c.) specially adapted for Indian students. Nothing further need be done than to commend these new editions to the notice of the local Committees.

5. *Physical Science Text-books (Elementary).*—Only a few of the local Committees noticed this branch. All among these there was an absolute consensus of opinion that the series of Science Primers edited by Professors Huxley, Roscoe, and Balfour Stewart should be used. In this series the *Primer of Botany* is by Sir T. Hooker, K. C. S. I., and that gentleman is at the present moment engaged on a special edition of his work, referring to India for all illustrations—and a

similar edition of the *Primer of Astronomy* has been prepared by Mr. Norman Lockyer, F. R. S. Nothing further need be done in all these subjects than to commend these new editions to the notice of the local Committees.

C.—Measures affecting Vernacular Text-books only.—It is in this branch of our subject that I think the most valuable and fruitful suggestions can and should be made by this Committee. I refer to the co-operation which we may suggest, and in part organise, between the Committees of those Provinces which possess common vernacular languages. I think that the Governments of Bengal (for Behar and Chota Nagpore), the North-Western Provinces and Oudh, the Central Provinces, the Punjab, and Bombay should jointly nominate a Committee of representatives from each Province, to settle all questions connected with Hindi and Urdu text-books: that similarly Bengal, the Central Provinces and Madras should co-operate in the matter of Uriya books; that Madras and Bombay should similarly co-operate for Kanarese text-books, and so on. This point is, I think, a most important one, and should be made one of the most valuable results of the deliberations of this Committee.

Another valuable aid that we can render to vernacular educational literature is to commend to the notice of the various local Committees of other Provinces the best points in the vernacular school books of each Province. Thus, I think, we might safely commend to the notice of the local Committees of Bengal, the North-Western Provinces, the Central Provinces and Bombay the excellent vernacular series now being produced by Major Holroyd in the Punjab. We might also bring to general notice the value of a combination of European and Native labour in the production of new text-books.

With reference to the general production of vernacular text-books, I think the rules laid down for the guidance of local Committees, suggested under the heading of *measures affecting both English and Vernacular books* will be sufficient. But a question of the highest importance arises with regard to the terminology that should be adopted in scientific works authorised by the local Committees to be used in Government schools. This should unquestionably be treated as an Imperial question, and uniformity should be insisted on throughout the Indian Empire. I am strongly of opinion that, generally speaking, the terms ordinarily used in English works (where those terms have become thoroughly settled and well defined) should, as a rule, be transliterated, not translated: otherwise we shall have a chaos in India, each author selecting his own translation, which will be unintelligible in other Provinces and very often in his own Province, and all differing from the English originals. It would, of course, be impossible within the limits of this note thoroughly to discuss the merits of this vexed question: but if, as I believe, we are unanimous or nearly unanimous on the point, I think it will be our duty strongly to urge on the Government of India the adoption and rigorous enforcements of certain definite rules on this very important subject in regard to vernacular science text-books.

The point acquires immediate and pressing importance from the fact that every local Committee that has noticed vernacular science text-books at all, seems to look for the translation or adaptation, under the auspicies of the Government of India, of the valuable series of Science Primers edited by Professors Huxley, Roscoe, and Sir T. Hooker. I am strongly of opinion that this should be taken in hand at once: and if we agree in recommending a general rule for the transliteration of scientific terms, the new system might well be inaugurated in this Imperial series of Science Primers.

Should this series be determined upon, it would of course be necessary for the Government of India to ascertain from Professor Huxley and his colleagues the terms on which it might be made. The series should be prepared simultaneously in Bengali, Hindi, Urdu, Guzarati, Marathi, Tamil, and Telugu. The translators or adapters should be nominated by the local Committees, who should examine the works, and either approve them, or have them revised before final submission to the Government of India. The adapters should be remunerated either by a lump-sum (calculated at so much per English page); or if the original authors consented, by a fixed interest in the copyright of the translations; but these details would necessarily have to be settled in communication with the owners of the original copyrights.

APPENDIX IX. (1).

Note by Dr. G. W. Leitner, M. A., and other documents submitted by him—1 to 18.

ANALYSIS OF THE RESOLUTION AND PROPOSALS TO CARRY IT INTO EFFECT.

(1) & (2). From the consideration of the provincial reports in detail as well as from the information which has been supplied and which is embodied in our previous Notes regarding the extent to which their recommendations have been carried out, it appears—

Resolution in the Home Department, dated 23rd April 1877.—"Appointing a general Committee, to be assembled at Simla, consisting of a President, a Secretary and members selected as representatives of the Educational Departments in Bengal, Madras, Bombay, the North-Western Provinces and the Punjab, (1) to consider the provincial reports in detail; (2) to ascertain how far the reports have been locally carried into effect, with what success, and how far their operation may be usefully extended; (3) to carry the enquiry further with a view to the production of vernacular text-books in a form thoroughly comprehensible to the Native mind on such subjects as law, jurisprudence, &c., adapted for the training of aspirants to official employment or public life under Government; (4) to report to the Government of India how the various measures recommended may be best worked up into an harmonious whole, which, when approved, may be prescribed for general observance."

(*a*) that much, as yet, has been left undone, and

(*b*) that provincial Committees, in spite of past shortcomings, are still the agency to which we must look, in the first instance, if the work is to be properly done. When they neglect, or are proved to be incompetent for their work, it will be time to relegate the function of writing text-books to a special Committee, to be appointed by the Supreme Government from among the best writers in various Provinces, whose sole occupation shall be the compilation of the required books. In the meanwhile, the local Committees should have their hands strengthened by the increase of authority and responsibility, and should have their work tested by the growth of an approved literature in their respective Provinces. As some means towards these ends I would suggest—

(*a*) that the provincial assignment of rewards to literature be increased and that it be awarded by the provincial Committee;

(*b*) that the provincial Committees be composed of members representative of the Educational Department, the learned professions, the main departments of the public administration, Native scholars of standing and of the non-official community, as well as of the local University wherever this be practicable;

(*c*) that their proceedings be conducted with the greatest possible publicity in order to ensure the fullest criticism and to prevent the Committee becoming a clique or overlooking a job;

(*d*) the Local Government Gazettes to be at their disposal for notifications of required books, award of prizes or expressions of thanks, and publications of resolutions, if not of proceedings.

It is of course pre-supposed that the provincial Committees will first take up their labours where they left them in 1873, and ascertain which of their recommendations remain to be carried out, which shall be abandoned and which should be modified. Under this head the suggestions made by the Simla Committee may deserve consideration.

Theoretically, a well-constituted imperial Committee, disembarrassed from all other occupation, is a course ensuring a more immediate and a more uniform success; but looking at things as they are in India, the entrusting of the task to the Local Governments is the most practicable plan, and it should also not be forgotten that, provided these Committees do their duty, the success of operations, identified with the best local interests, feelings and wants, must be of a far more lasting nature than anything *octroyé* by an imperial body doing local work for all India.

This, however, still leaves untouched the question of a Chief Editor for India as recommended by Dr. Murdoch, whose opinion on the subject I venture to annex. This gentleman is referred to in Lord Northbrook's Resolution, in which Dr. Murdoch's earnestness as an educationist receives a deserved prominence. I am inclined to think that when the local Committees come to print the works which they approve, that they will first find the necessity of having a

staff of editors or, at least, a Chief Editor for each Province; and that, secondly, the expense that must inevitably be entailed, if the work is to be well done, will eventually point to the saving that must be effected and to the greater efficiency that must be secured, if the carrying out of the orders of the various Local Governments were entrusted to an imperial staff of editors provided with a complete press commanding all the resources, including those of photozincography, which modern inventions place at the disposal of a large and wealthy establishment. To conclude, I propose, for practical reasons and for the present at any rate, that *standing Committees for both English and Vernacular publications be appointed in each Province* by its Government with power to devise and carry out measures for the creation and diffusion of a pure English and Vernacular literature. Nor should such a Committee be crippled for want of means, for although many authors will be satisfied with a reward, an honorary distinction or mention or the opportunity of introducing their books into schools, many others have not the means of publishing their works, whilst some will have to be paid by salaries for executing special tasks or for supplying books on certain subjects either because they are immediately required or because there is little or no demand for them. I believe, however, that means will be provided under the present Viceroy, whose literary career is a promise that he will not only promulgate but do all in his power to carry out the undertaking in question. I therefore suggest that *the assignment for rewards to literature in each Province be at least quadrupled*, and that the balances in hand of any year do not lapse, but be kept in the hands of the Committee in order to keep pace with the success of their own endeavours—the scientific and literary progress of their Province.

There is, of course, a fear that the Committee will not meet regularly, and that the actual work will drift into the hands of one or two men, but this is a possibility connected with every organization of the kind. I regard it, however, as essential that every Committee should be provided—

(*a*) with all reports and other documents connected with previous efforts of a similar kind in whatever part of India, and whether submitted by officials, or by public bodies, or by private individuals;

(*b*) with a copy, preceded by an explanatory statement, of all the existing text-books on whatever subject, and of translations and publications generally, by all the various educational and other departments, private societies, printing presses, &c.;

(*c*) with a set, as far as it may be obtainable, of hand-books and educational series to be sent for not only from England (where the difficulty of the task is somewhat increased by the absence of system and the arbitrariness of head masters, publishers, &c., &c.), France, Italy, Germany and the United States, in the first instance, but also from all other countries not excluding Turkey and Egypt, for the formation of a library of a specific character and for purposes of guidance and comparison. There should be enough linguistic attainments even in the Committee itself to render the translation of these hand-books a practicable undertaking.

There is no reason why the Committee should not assign a translation, adaptation or edition to some of its own members, and it would certainly seem to be desirable that it should publish specimen sheets in various subjects, showing generally, but very generally indeed, the methods of treatment which it would be inclined to recommend to authors. I also think that a "notification" of the general character which I ventured to suggest to the Supreme Government might be adopted by the local Committees, but this may be already trenching on ground occupied by them, and so I will say nothing more on this head.

I must, however, be permitted to urge that the most complete and constant interchange of opinion and information should take place between the various local Committees, for it is the omission of this generous reciprocity that has crippled many departments of the State whose sole *raison d'être* is knowledge.

(3). I now come to what forms the specific character of the resolution which has convened us. It embodies an idea in which among Viceroys Lord Lytton has not been anticipated. The creation of the "State-feeling" among the various races composing this great country is a task which appears to all to be next to impossible. Yet it is in order to project an educational series instilling the *Staatsidee* in a variety of forms, that I believe we have more particularly been called together. An examination of the subject has convinced me that the task is not only a practicable one, but also that no time should be lost in undertaking it. What you want a nation to become, must be effected in its schools. It is by education that the slow

German has been converted into the rapid soldier, and that a race, singularly averse to centralization, enforces, by popular consent, the rigid discipline necessary to its preservation. If, watching the progress of events and the drawing nearer of Europe and of its interests to India, we wish to preserve to the world those ideas of progress of which England is still the foremost representative, we must present enlightened millions to the slaves that threaten what is dearer than even national existence, namely the cause of the world's freedom. Were it possible to make every one of the 200,000,000 of India a British citizen, an universe of "obscurantists", to quote a word in German use, may well be defied. This, if the school creates the nation, will eventually be done by what is miscalled "compulsory education", for no education can be compulsory wherever an overwhelming majority of the people does not enforce it. To reach that stage, therefore, it is necessary to render our education *popular*, and in order to do this all the existing indigenous elements among the peoples of India, that favour or do not obstruct education, must be taken into our council and developed, in their and our inseparable interests, to their fullest extent. I have elsewhere shewn how we must co-operate with the learned and other leading classes of this country whom we have hitherto, I fear, alienated by neglect. I will therefore at present confine myself to shewing how Lord Lytton's resolution may be carried out by taking, as far as I can, his own words. He wants—

(*a*) an educational course of the widest character, adapted to Native officials and non-officials;

(*b*) that this course be in the vernacular and that it be in the form of text-books;

(*c*) that these text-books be written in a form that shall be thoroughly comprehensible to the Native mind in all its variety in this country;

(*d*) that the first subjects taken up by this course be the principles of law, jurisprudence, evidence and other similar departments, by which, from a philosophical standpoint, the principles of morality, as universally accepted, must be understood.

I think it follows from these premises that—

(*a*) with "vernacular" is meant the student's own vernacular and not, *e. g.*, Urdu in any district where Punjabi is the spoken language;

(*b*) that by coupling State employment with "public life", as in the resolution, the suggestion is conveyed that the same sentiments of loyalty and of State-membership should be instilled in all, as the reference includes all. If there be any doubt as to the meaning, I can only refer to Lord Lytton's speech at the last convocation of the Calcutta University;

(*c*) in order to instil this sentiment the principles of our law and administration must be made known to all;

(*d*) they cannot, however, be made known unless a series of works is produced, and that series is rightly called "educational", because it is to form, as I have shewn elsewhere, the education, not only of aspirants to public employment, but also in its simplest form the education of the young;

(*e*) that series will, however, not be intelligible unless it is adapted to the Native mind, and therefore, whilst with those learned in, or acquainted with, Muhammadan or Hindu law or grown-up people generally, it is to have recourse to the existing copious Oriental law phraseology, it is, especially in the case of the young, to be impressed by an use of those associations which are sacred to their parents, and which will enable the lesson of the school to be continued at home. These associations vary in expression according to the nationality or creed of the pupil, and although, therefore, they would have to be adapted specially to the numerous Hindu, Muhammadan, Sikh and other indigenous schools, which our system still continues to ignore, although they contain by far the bulk of the population under instruction, yet the general concurrence of these associations could be embodied in language suited to the mixed Government and aided schools. Taking the series for the young in the first instance, the primers would contain, in terms that would be both understood and revered, the following lessons:

(*a*) Obedience to rulers.—All Oriental books abound in that injunction, and their phraseology should be used with special reference to the different characters of schools.

(*b*) The duty, responsibility and honour of membership of the State.—This is a more difficult lesson to derive from Oriental sources, but may be instilled either without them or as an inference from (*a*). General Khair-ud-din, however, has shewn how this sentiment exists in Muhammadan literature.

Whilst on the subject of primers, I cannot refrain from sketching out generally what they should contain if the parents are to co-operate with the school-master.

The primers should instil—

(*a*) reverence for God, the parents, the teacher, the ruler and the aged, (parents now complain that the youths brought up under our system have lost the good manners and respect for authority so essentially a part of Oriental human nature);

(*b*) cleanliness of habits, politeness of speech, kindness of conduct to other human beings and the brute creation;

(*c*) the dignity and usefulness of agriculture, commerce, the various trades, professions and handicrafts. (One of the causes of the pauperization of India is that the youths brought up under our system consider it to be a disgrace, as a rule, to follow their father's occupation. They prefer being Government Munshis on Rs. 7 per mensem to being carpenters on Rs. 40; or banyas on the chances of their trade. It is, however, also true that by the time they leave school they are unfitted for the occupation of their parents, not having grown into knowing and loving it from early infancy);

(*d*) the importance of bodily exercise (now unfortunately dissociated by Orientals from learning as undignified). The consequence of the neglect of this lesson in early life which no gymnasia in high schools can ever thoroughly rectify, even if the masses went to high schools, is that the population which, as I have alluded above, we are pauperizing by alienation from their traditional occupation, is also, as far as it comes under our system, enfeebled in body, and thus promoted by us in its course of degeneracy;

(*e*) universally admitted precepts of morality and prudence;

(*f*) the State-feeling, as already referred to, and a simple sketch of the duties of a good citizen.

With reference to grown-up people, I have pointed out in my Note how very useful such a series would be to landowners entrusted with magisterial functions, and that a knowledge of the principles of our law and administration might be insisted on in academic and other examinations, whilst it should be rendered obligatory on all candidates for public employment. Whilst on this subject, I have much pleasure in referring to the report on vernacular law books written by my late assistant and pupil, a pleader in extensive practice, as well as a law report of my own on certain law classes which I was instrumental in founding, and to which I experienced no insuperable difficulty in introducing the sons of Chiefs. In these and similar classes the foundation of a Native Bar, characterized by a high professional tone, may be laid, whilst actual experience showed that it was quite possbile to teach the history of law and the principles of jurisprudence in the vernacular. I believe that certain translations are being prepared in the Legislative Department. Pandit Ram Narain's report will show how far such translations have been hitherto successful. I believe that adaptations for grown-up people might with advantage be published under the general direction of the Legislative Department and of the Legal Member of Council by European Orientalists and lawyers working in concert with good Pandits and Maulvis. On this point I may be allowed to quote a portion of my proposals submitted in January last regarding what I then deemed should be a function of this Committee—

"5 (*a*.)—A section of the Committee to devote special attention to the preparation of vernacular text-books on such subjects as jurisprudence, the principles of our Government, evidence, political economy, &c., &c., adapted for the training of aspirants to official employment, as sketched in His Lordship's letter, in consultation with the Legal and other Members of Council.

"(*b.*)—This section might, under the direction of the Legal Member of Council, forestall the attempt that will be made to prove that the majority of such of our decisions as were based on Hindu and Muhammadan law have been erroneous in consequence of the ignorance of our High and Chief Court Judges of Sanskrit and Arabic respectively. Good Pandits and Maulvis should be called in to help European Orientalists and jurists. The opportunity might also be taken to enquire how far it would be desirable to relegate throughout India all questions regarding marriage, inheritance and purely religious disputes, to Honorary Native Courts (*vide* my collection of views regarding Kazis) as a question of policy regarding an influential class of present malcontents and the furtherance of justice, since our Judges will, for a very long time, if ever, not be able either to settle such matters or to invest their decisions with authority by being able to quote the religious books."

The following report of my remarks on Resolution No. 9 summarizes my views on this most important question—

"Dr. Leitner thought that the 3rd section of the Resolution did not refer so much to commentaries on existing legal text-books or even to elementary law books in the vernacular, as had been held by the President, as to the production of books in the various spoken languages of India, in which the principles of our law and administration would be expressed in language so simple as to be thoroughly understood by the natives. In order to do this it was necessary to bear in mind, when compiling such a series as was proposed by His Excellency the Viceroy, the peculiarities of Native thought and to adapt the series to each section of the community. The object of these publications, he believed, was to render our Native fellow-subjects better men and better citizens, so as to enable them to take a more useful and more prominent part in public life under such a Government as ours, whether that life were spent directly in Government service or in independent professions, some of which, such as a Native Bar, would practically have to be created. It was also desirable that not only Native officials but also Native landowners who had to exercise magisterial functions, should be thoroughly acquainted with our principles of administration, so as to become an element of strength to our Government and to measures of civilization. This did not exclude a revision of the present translations of Codes and Acts which were in many respects faulty and misleading where they were not unintelligible. Indeed, the enunciation of simple principles of law would bring many '*en rapport*' with our system, which to many now seemed capricious, unsympathetic and utterly foreign, whilst in reality it could be shown that it was not so. In formulating legal principles advantage should be taken of the copious terminology and suggestive history of Hindu and Muhammadan laws, the latter of which he could state from his own knowledge as a Professor of that law was capable of the adaptation of the most advanced legal and political ideas, whilst the apprenticeship which he had served in numerous Eastern schools had convinced him that there was nothing in Western thought that, if analysed, could not be adapted to the more developed Eastern languages. To stimulate the critical faculty by teaching students how to ascertain a fact was also an important object of this section of the resolution which had created the present Committee. It necessarily involved the introduction of the 'comparative method', whether we taught law or language, and that method was the only one to be trusted if education was to be rendered sound as well as general. This method alone would, *inter alia*, conciliate the Native learned professions and priesthood which would become the most effective pioneers of our civilization, if its learning and interests were not ignored, as had unfortunately been too much the case under our hard-and-fast system. On this point the literary and professional activity of an Oriental college at Lahore, whose programme he submitted, might offer a valuable example. Hitherto we had accentuated the differences rather than the similarities of Eastern and Western thought and processes. The consequence was that even where we had succeeded we had alienated the 'educated' native from his fellow-countrymen. This was no longer to be the case, and at every step we were to seek whether and what ground we had in common with our Native fellow-citizens, among whom the 'State-feeling' as members of the same State with ourselves could not be too strongly cultivated, whilst their sacred writings or traditions offered abundant elements for its development. This idea—the *Staatsidee*—also underlies what was referred to in the section as 'other similar departments of an educational course'—by which, he believed, Lord Lytton referred to the production of books of morals, including the duties of a good subject, so written as to appeal to the

ethical elements already in existence and carefully adapted to the phraseology of the Hindus, Muhammadans, Sikhs and others respectively, whose minds required special treatment, if success was to be obtained. The section did not refer to manuals on surveying or building which already existed, though they might, no doubt, be improved, nor to sanitation, practical agriculture or technology, though these were subjects, on the principles of which and for whose diffusion books might well be called for. To sum up, the resolution intended the preparation of both elementary and advanced books in the vernacular on law, jurisprudence, the principles of evidence, the principles of our administration and practical ethics. Whether these subjects were to be made tests for examination for Tahsildar and Munsifships was a point to be discussed on its own merits, though he considered that it might well be exacted from all candidates for public employment, and for educational certificates and from all landowners or jaghirdars invested with certain functions. Nor was it impossible, as some seemed to think, to carry out the project. It was necessary to try and to find men competent to write such a series. This seemed to be the view held by Lord Lytton in a letter addressed to Dr. Leitner, who believed that such men could be found, and that an organization such as the Viceroy seemed to contemplate was perfectly practicable. The translations or adaptations of more or less accepted authorities on, say, political economy, which had been published in Bengali, were not exactly what was needed, for, apart from the circumstance that he believed them to be unsatisfactory, the series suggested by His Lordship was an educational one, intended for use in our schools, as well as in general reading, and embodying, whether for elementary purposes or for profound enquiry, the most advanced thought on the subject, together with the most perfect adaptation to Native feelings and ideas, couched in the most simple language. Dr. Leitner then proceeded to give some illustrations of the mode of translating into the vernacular for both Hindus and Muhammadans. He also handed in a report on certain law classes which he had drawn up last year and which embodied some of the above views as well as the results already achieved and to be hoped for from the introduction in the vernacular of books of the description suggested in the resolution under discussion.—(*Vide* pages 1, 2, 3, 13 and 14.)"

Thoroughly sound as I believe Lord Lytton's view to be, it seems to me that beyond its communication to the various educational departments its importance would justify a special effort for the propaganda of the *Staatsidee,* in connexion with measures of general educational utility advocated by this Committee. I therefore consider it to be desirable that, as suggested in my "rough outlines", "some qualified educational officer and good vernacular speaker should be deputed (at the close of the Simla Committee) to devote the whole of next cold weather to securing, by means of public meetings, lectures or otherwise, the hearty co-operation of the people in the execution of the various decisions arrived at by the Committee, and sanctioned by Lord Lytton. That officer should consult the various educational authorities regarding new text-books, see the practical working of the present system, and endeavour to secure the co-operation of known writers, as well as to discover unknown or neglected scholars, European and Native, whose aid might be of value."

"A notification should simultaneously be extensively circulated calling for applications from authors of whatever race and creed on any subject (in order not to stifle literary enterprise by prescription). These applications to be sent to the Commission whose appointment Dr. Leitner will proceed to suggest, and which will determine, guided by the most liberal principles, whether the subject has any literary interest or educational importance, and whether the applicant, who will have to submit details regarding his abilities, accompanied, wherever possible, with specimens of his work, is competent for the task which he undertakes. Existing manuscripts to be called for. All educational departments and district officers to submit the names of likely men with proofs of their capacity.

"Having ascertained by personal intercourse or otherwise the views of scholars able and willing to help, and having somewhat prepared the country for the project, let all heads of the educational departments and others who can be spared, or who are willing to come, be invited to meet at Simla, or other convenient centre, during the next hot weather months, there to discuss and elaborate a scheme for the production of an educational series, as contemplated by His Lordship, and of an English literature for India, including English text-books. The Commission may even proceed to allot a portion of the work among its members, and to publish specimen sheets in various branches of knowledge. The absolutely necessary Munshis and Babus, as well as office establishment, to be lent for the occasion by one of the existing departments, or to be especially provided. The Commission to sit and report progress daily, which will prevent its turning into a literary

picnic." The Commission to be provided with the material which has already been indicated for the use of the provincial Committees on the second page of this "Note".

As regards the 4th Section of the Resolution, I am in hopes that the Committee will be ready, in addition to what has been suggested under paras. 1 and 2, with "proposals regarding a permanent organization for the execution of Lord Lytton's project, the allotment of funds to the various Local Governments and departments, the mode of their control, and the efficient utilization of the publications prepared or to be prepared. The appointment probably of an Educational Secretary in conjunction with the Supreme Government will become necessary, whose duty it shall be to nationalize education, to increase its funds and appliances, and to prevent their waste, to watch over the speedy and proper issue of the educational, legal and political series of books suggested by Lord Lytton, and to give *unity of purpose*, together with the *freest* development of local self-government, to the improved working of all the educational departments throughout India." This official should of course be a good Orientalist, a first-rate vernacular scholar, and a trained educationist. The permanent local Committees would of course communicate their decisions to him, and he, under the guidance of the members of the Supreme Government, would be able to show how, to quote the words of the Resolution, "the various measures recommended may be worked up into a harmonious whole which, when approved, may be prescribed for general observance". I see, however, the greatest difficulty in prescription of any kind, though I have much faith in the eventual effect of scientific opinion, expressed dispassionately and with the full weight of ascertained facts. It seems to me that the labours of either an imperial Committee or of the provincial Committee would be rendered doubly effective were they supported by the information to be supplied in reports on the present state of education elsewhere. It was with this view that I suggested that before the appointment of a permanent Educational Secretary to the Supreme Government—an appointment which is absolutely necessary if education is to become, as it should, an important element in State administration, and not remain, as hitherto, a department left to accident or dilettanteism—

"(*a*) a trained educationist and linguist might with very great advantage be deputed, either during or after the sittings of the Commission, to examine and report on the present working of the various schools and colleges throughout Europe, the United States of America, and even in semi-civilized countries such as Egypt. The reports to be sent in quarterly, and to have special reference to Indian wants and analogies. Trade, artizan, art, industry and other technical schools as well as the various results of compulsory and voluntary education, the different systems of instruction, the various classifications, &c., to receive separate attention, but ever to be combined with an ethnographical sketch showing how in each instance the material is to be compared with the races of India, and how it has been affected by various systems, leaving the expression of opinion and of inferences to the Indian Governments on the completion of the report, and confining one's attention chiefly to elicit undeniable facts. The United States Government, and indeed several of the States forming that Government, have repeatedly sent Commissioners to Europe for the indicated purpose, and the confused notions that exist in India as regards normal and other schools will never give way to actual knowledge till the suggested report is prepared by a person specially deputed for the task.

(*b*) He might also collect books of reference, &c., so needed in India; he might bring learned individuals and societies into relations with India, benefitting them by our local enquiries and material, and being benefitted in our turn by their critical and comparative studies on our material. Above all, he should gain the co-operation and support of the Press and the best minds of Europe for the educational policy of Lord Lytton from which the regeneration of India, as well as invaluable contributions to the sciences of Philology, Religion, Ethnology, and indeed every branch of knowledge, may be expected."

I cannot help thinking that, if we had been provided, as I suggested in January last, with all the existing text-books, and if we had sat, and that daily,

for six months instead of six weeks, we might have been able, with the combined experience of the representatives of the various Provinces, and under our President, to elaborate proposals, based on an exhaustive examination of all the existing material, instead of on the results of our perusal of reports. I believe that sooner or later a Commission, provided with the books and statements which I recommend for the local Committees, will have to assemble as I proposed, and I only hope that their superior insight may not altogether reject those principles of action which this Committee has recommended. I cannot help regretting that, coming here with a complete office establishment, a very large number of text-books and the reports of scholars and others on a number of studies pursued in our Indian schools, especially written for this Committee, the short time at our disposal should compel us either to reject valuable material or to accept whatever chance may have offered. In spite of these drawbacks, I still believe that we shall not have met in vain if we proceed to enunciate those principles of classification of studies and those methods of treatment of subjects which have commended themselves to the trained educationists of this country and Europe. With this view I annex a catechism on methods of teaching, which, modified or rather corroborated by what we have extracted from the reports, or have ourselves suggested, may with advantage be laid down as a general guidance to teachers, both Vernacular and English, in this country.

G. W. LEITNER.

DR. MURDOCH'S *proposals regarding Text-books.*

THE course suggested is somewhat as follows. The Supreme Government, after correspondence with the local Administrations, should appoint the educational officer throughout India who seemed best qualified to be Chief Editor, and set him apart on special duty for three years. He should first spend several months in going round the different Presidencies, visiting schools, consulting with educational officers, ascertaining who could render help in each department, and collecting materials. The last would include translations of vernacular books likely to be useful. The Marathi and Guzerati Readers of the Bombay Government deserve special attention.

The Editor should next proceed to England, and visit France, Switzerland, Holland, Prussia, Germany and the United States, collecting specimens of books, programmes of study, and other information. A complete set of school books for India might then be planned. With the aid of the best educationists in Britain, and the advice of the most eminent men in each department of science, as Huxley, Hooker, and Tyndall, a full sketch of the whole should first be prepared. This might be sent out to India for criticism by Committees in each Presidency, as well as for the opinions of individual officers. It would be well for the Chief Editor to visit India to ascertain better what modifications were considered necessary, and how the outline could best be filled up.

The work might then be allotted. Lessons on several subjects could best be written in India, though in most cases they would need to be revised at home. The best writers for children should be employed on the elementary books. Scientific men, distinguished both for their attainments and power of conveying knowledge in a simple form, should be engaged, each to prepare a series of lessons on his special subject. Probably most of them would require to be simplified; but this could be done in consultation with the original writers. Skilled Sub-Editors should take charge of each department, the Chief Editor exercising a general supervision and securing adaptation to India.

Small editions of the books, with broad margins, should first be printed for criticism in India. The Chief Editor should again visit the three Presidencies to elicit opinions more fully. Such changes as seemed necessary might be made in the English editions, which could then be printed. The series intended as the basis of the vernacular editions might be transfused into each language, with such local changes as seemed necessary.

Good illustrations are of great value in school books. They might be engraved in the first style in England, and electrotype casts supplied for the vernacular editions. Maps might also be provided.

By the course proposed Indian educational literature might make as great an advance during the next three years as it has done during the last generation; while, compared with the total expenditure on schools, the cost would be trifling.

Success or failure would largely depend on the selection of the Chief Editor; but there is the same contingency connected with every important undertaking. It would soon appear whether he was "the right man in the right place", and a change could be made if necessary.

APPENDIX IX.—(2) AND (3).

PUNJAB.

Summary of the recommendations of the Punjab Committee on text-books of 1873, *and of the manner in and extent to which they have been carried out in* 1877.

I.—PERSIAN BOOKS.

A.—Recommendations of Provincial Committee.

No reduction in the number of Persian text-books was recommended by the majority on the ground of Persian forming the only subject which Native students read for its own sake, and whose preservation as an element of culture was desirable. As regards the Persian First Book it was recommended that the verbs should have their meaning in Urdu given with them. The Second Persian Primer was left uncondemned, but the Committee suggested the substitution of "classical" for the "modern" Persian expressions used in some of the short stories.

A good Persian Grammar still remained a desideratum, the one used in Oudh being of a quite elementary character.

Expurgated editions of the Gulistan and Bostan [omitting the 3rd chapter in the latter] were recommended, provided they could be sold at a price below that at which full editions were sold in the bazaars. That the Rukat Alamgiri be retained, that an addition be made in the next edition of the Persian selections used by the 6th class from the Nal Daman by Faizi and the Insha of Abul Fazl and Sair-ul-mataakherin, omitting one of the two war pieces (Shahnama), but retaining the vocabulary and cutting out an immoral story in the selections. As regards the selections from the Anwar-i-Suhaili, it was recommended that in future editions complete portions of the work be printed instead of pieces simplified by omissions.

B.—Orders of Provincial Government.

The Punjab Government confined its orders, on the above recommendations, to requesting the Director of Public Instruction to discontinue the use of the then existing editions of the Gulistan and Bostan as soon as possible, and to substitute for them the expurgated editions of the Ludhiana Mission Press, or of those to be prepared by the Educational Department at prices not exceeding four annas a copy.

II.—URDU BOOKS.

A.—Recommendations of Provincial Committee.

As regards the first book, it was recommended that the alphabet be printed in three columns, so as to show the initial, medial and final forms of the letters.

The two elementary books were generally approved,* but the gap between the second and third book was considered to be too great, and the Oudh Third Reader was recommended to take the place of the Punjab Third Reader, which one member thought might be given to more advanced students. A desire was also expressed that Urdu should be read longer than it is now. Gross inaccuracies were detected in the Waqiat-Hind or History of India, but the deficiencies in the Kisas-i-Hind or stories from Indian History were declared to be justified by the plan of the work which was considered to be a good one. The preparation of a good school History of India in Urdu was declared to be an urgent desideratum, adopting the work of Messrs. Pope and Lethbridge as the skeleton frame and amplifying the parts relating to Northern India. In the Miftah-ul-Urz, a geography, all the parts dealing with Asia required re-writing. It was recommended that descriptions and illustrations be added to the list of countries and cities, and that suggestive questions be inserted respecting the inter-communication of different nations at the end of each section. The sections on Scientific Geography were deemed sufficient for the capacity of the students, but the teachers were advised to master Pritchard's Physical Geography, a little book whose introduction was recommended.

* With the exception of the 4th, 5th and 14th stories in the first, and the 4th, 22nd, 44th, 47th and 53rd stories, and the name of Sakandar in No. 16 of the second book.

In Arithmetic the Committee knew of no better elementary treatise than the adaptation of Barnard Smith's work, but the use in it of English coins, weights and measures was deemed to be injudicious, and due to the requirements of the ultimate Entrance Examination. Instruction in the fixed measure of miles, acres and furlongs in lieu of the fluctuating cos, beegah and kanál might be desirable, though not when they altogether displaced the familiar Native scales. For normal schools the translation or adaptation of Drs. Cornwell and Fitch's Science of Arithmetic was recommended.

The translation of Euclid, though good on the whole, appeared to the Committee to be deficient in deductions and analysis. The Algebra was full of misprints, and should, therefore, be reprinted with greater care. The translation of Todhunter's Mensuration was recommended in lieu of the existing treatise. The task of translating was to be assigned, as regards this and other books, to men believed to be competent, with the promise of an adequate reward when completed and approved. The Committee also suggested the foundation of an Anglo-Vernacular Normal School at Delhi, where men would be taught how to use the better books to be provided, and whose expense might be borne by the three Urdu-speaking Provinces of the Punjab, Oudh and the North-Western Provinces, all of which were to share in its benefits.

B.—Orders of Government.

After receiving the above recommendations the Local Government ordered that from the 1st January 1871 the Oudh Third Book be substituted for the Punjab Third Reader; that Zakaulla's translation of Todhunter's Mensuration be also introduced from that date; that the translating staff of the Curator revise at once the Miftah-ul-arz; that Pritchard's Physical Geography be introduced for the use of teachers pending consideration of Huxley's Series of Science Primers; that as regards an Urdu version of Lethbridge's History of India, the result of correspondence with that author is to be awaited; that if the late edition of the Manual of Arithmetic be free from the objection urged against its predecessor, no further revision of this text-book is called for; and that the Director should at once take in hand the reprint of the treatise on Algebra. The proposals regarding the preparation of a new Urdu-Persian and Urdu-English Grammar is left for the consideration and orders of the Supreme Government. The establishment of an Anglo-Vernacular Normal College for the Punjab, Oudh and the North-Western Provinces will be separately considered. Finally, the Government suggest the introduction into village and zila schools of a book of Urdu poetical selections of a moral, didactic or descriptive character, possibly to be found in Sauda, Mir, Taki, Miskin, Zauk or Ghalib, or to be composed expressly for the use of schools by poets of the present day.

III.—Arabic Books.

A.—Recommendations of Punjab Committee.

Those in use were compiled with a view to the Calcutta course, which had the approval of Arabic scholars. No elimination in the selection, beyond one immoral passage, was recommended. The translation of Dr. Wright's Grammar by the author was awaited. In the meanwhile the Miftah-ul-Adab was very good as far as it went.

B.—Orders of the Punjab Government.

No orders were passed on the above recommendations.

IV.—Hindi Books.

A.—Recommendations of Provincial Committee.

Were approved as far as they went, but the adoption of books for the 5th and 6th classes and the compilation of a good work on mensuration were recommended. It was recommended to remove certain words in the Dharm Singh-ka-Vritant which were not in use in the form of Hindi spoken in the Punjab; that the Bidiankar be printed, instead of being lithographed; that an enlarged appendix be added to the next edition of the Ganitsar containing a greater variety and number of exercises and examples; and that, when new works on geography and on mensuration were adopted for Urdu schools, their translations into Hindi were also to be made and issued to Hindi schools.

V,—Sanskrit Books.

A.—Recommendations of Committee.

These are in the same position as the Arabic text-books, and there is the same slight difficulty regarding the choice of a grammar. In the meanwhile the opinion of the Sanskrit Professors in the Government Colleges should be taken regarding the advisability of substituting the local Viakarn for the Sanskrit Grammar now in use.

B.—Orders of Local Government (none).

R. GRIFFITHS, G. W. LEITNER, } Members of the Sub-Committee on Vernacular Text-books.

P. S.—We find no remarks in the proceedings of the above Committee and Government regarding the following vernaculars in use in several parts of the Punjab: (1) Punjabi, (2) Pakhtu, (3) Beluchi.

APPENDIX IX.—(4) and (5).

Classification of Government Schools in the Punjab.

The advantage of the classification of Government schools in the Punjab consists in its exactness. All institutions composed of pupils who have not passed the Entrance Examinations of either the Calcutta University or of the Punjab University College are called schools in order to distinguish them from colleges which consist of under-graduates and graduates only. The confusion caused by the term "High School", which in some parts of India means a school teaching up to the University Entrance Examination, and in other parts an institution preparing its most advanced students for the First Arts Examination, is avoided by the Punjab system. The sub-division of the schools is equally exact, and there is no possibility of confounding "lower", "middle" and "upper schools", for the moment it is understood that the upper schools teach up to the University Entrance standard, the character of the other schools is sufficiently indicated by their names. The progress of a student also from a lower to a middle school and from a middle to an upper school is tested by an examination, whose standard, as some consider, is too high, and whose application must, therefore, either be relaxed or prove obstructive. The system is very convenient for purposes of reference, but it cannot be said to be popular or to be adapted to the wants of the population, especially in backward districts. Indeed, wherever the Bengal Report states that a popular element is taken into official consideration in that Province, it may be said that it is ignored in the Punjab. The real vernaculars of that Province, Punjabi, Pakhtu, Beluchi, &c., are nowhere cultivated as they are in Bengal. The schools attached to mosques or temples nowhere receive any encouragement. There are some Sanskrit and Arabic indigenous schools of considerable reputation, but they do receive the smallest grant-in-aid. The thousands of schools that meet in banyas' shops or under the village tree are still no part of our system.

The Moulvies, Pundits and Gurus are ignored. Lately, in consequence of great pressure, some encouragement has been given to Muhammadan and Hindu schools in certain towns, but nowhere in the Punjab can the official organization be deemed to be, in any sense of the word, "popular" as in Bengal. The only vernaculars that are taught are first Urdu and Hindi, both of which are somewhat foreign to the Punjab, which has developed its own Hindi or Punjabi. I may, however, incidentally mention that private enterprize to some extent supplies the omissions of the Government Department. The Punjab University College with its various feeders throughout and even beyond the Province, as well as the departments which it has partly been instrumental in founding in independent and feudatory territory, does what it can to meet the wants of the people. Still the fact remains that out of a population of nearly 18 millions, about 84,160 pupils read in Government institutions, and about 22,802 in schools more or less aided by

Government. Altogether there are about 113,042 pupils, of whom about 10,950 read English, and the rest the *quasi*-vernaculars—about 1 in 161 of the population is therefore under that kind of instruction of which our Educational Department takes any notice. If I may be allowed to quote in this place from an analysis of the "Roman *versus* the Indian alphabets", which I venture to subjoin in consequence of its bearing in several points on the enquiries of the Committee—"Whilst, however, only 88,160 are known to come under regular instruction, there are many hundred thousands whom our system ignores. These learn, if Muhammadans, Arabic and Persain, and if Hindus, Sanskrit, for religious purposes. Besides these there are the traders, shawl-weavers, bankers and others who learn a peculiar kind of cyphering traditional to their occupation. The Sikhs learn Gurmukhi, the character in which their sacred books are written. Of ten persons who can read and write one may be able to write English, one Gurmukhi, Kaeti, or any of the less important alphabets, three Hindi or Sanskrit and five Perso-Arabic, whilst of the remaining half a large percentage knows the Persian character in addition to its own."

If it be asked how it is that in spite of our expensive machinery we do not reach the masses, it is because the masses have their own views of education, in which they are strengthened by the priesthood and the Native nobility. Unless, therefore, the wishes and even prejudices of the natural leaders of the people are taken into co-operation, no foreign reform can ever succeed, and our Department of "Popular Education" must remain a misnomer.

With these preliminary remarks, which are necessary in order to show the field on which our organization exists, but over which it can scarcely be said to extend, I now submit the scheme in actual operation in our Government schools throughout the Punjab, and to which the aided schools more or less rigidly adhere. The remarks on the quality of the text-books in use will follow.

Scheme of studies for District Schools.

(Circular No. 15, dated 21st June 1876.)

Subject.	Text-books.	No. of hours per week.	Remarks.
	LOWER SCHOOL.		
	1st Class—1 *year.*		
Urdú reading ...	Urdú kí pahlí kitáb and Urdú kí dúsrí kitáb	12	The reading lesson should include spelling, meanings of words, and *examination on the subject of the lesson.*
Writing ..	Copies	9	
Arithmetic ...	Notation, Multiplication Table to 16×16, and the four Simple Rules ...	9	
	2nd Class—1 *year.*		
Urdú reading and Grammar.	Urdú kí tísrí kitáb,* with oral lessons on accidence, as contained in Qawá'id-i-Urdú	6	The reading lesson should include spelling, meanings of words, simple parsing, and *examination on the subject of the lesson.*
Persian reading and Grammar.	Fársi kí pahlí kitáb and Fársí kí dúsrí kitáb, and Safwat-ul-masadir ...	6	
Writing ...	Copies and dictation	9	
Arithmetic ...	To Compound Division (money) ...	6	
Geography ...	Maps of the Punjab and India	3	
	MIDDLE SCHOOL.		
	3rd Class—1 *year.*		
English ...	How to speak and write English, Part I. ...	9	
Writing ...	Writing copies	4	
Arithmetic ...	Zubdat-ul-hisáb to end of Part I., and Part II. to end of Vulgar Fractions ...	5	
Geography ...	World and Asia, from Miftáh-ul-arz, and Revision of India and Punjab ...	2	
Urdú ...	Urdú-kí-chauthí kitáb, Copies and Dictation	4	The old third book till a new book is ready.
Persian ...	Gulistán, Chapters I. and II., and Masdar-i-Faiyúz, pages 1 to 40. Translation from Persian into Urdú, and *vice versâ*	6	

* The old third book can be used till the new one is published.

Scheme of Studies, &c.,—continued.

Subject.	Text-books.	No. of hours per week.	Remarks.
	MIDDLE SCHOOL,—*continued.*		
	Optional Subjects.		
Arabic ... or Hindí ...	Arbí kí pahlí kitáb, Miftáh-ul-adab, Part I., and its supplement; Writing and Dictation	6	
	Vidyánkur and Bodhudai; Writing and Dictation in Núgri character ...	6	
	4th Class—1 *year.*		
English ...	First Reader and Grammar orally (*a*) ...	9	(*a*) From Lennie's Grammar, pending preparation of a new Grammar.
	Writing copies	3	
	How to speak and write English, Part I * with translation of exercises	3	
Arithmetic ...	Zubdat-ul-hisáb, Part III., to end of Compound Rule-of-Three ...	5	
Geography ...	Europe, from Miftáh-ul-arz, with revision...	2	
Urdú ...	Copies and Dictation	2	
Persian ...	Gulistán, Chapters III., IV., VII. and VIII., Bostán half; Masdar-i-Faiyúz the whole with Parsing; Translation from Persian into Urdú, and *vice versâ*	6	
Arabic ... or Sanskrit ...	'Arabí kí dúsrí kitáb (first half); Miftah-ul-adab, Part II.; Dictation and Writing	6	
	Sánskrit Primer, Parts I. and II.; Laghu Vyákaran, Part I.; Writing and Dictation	6	
	5th Class—1 *year.*		
English ...	Second Reader and Grammar orally (*a*) ...	9	(*a*) From Lennie's Grammar, pending preparation of a new Grammar.
	Writing copies	3	
	Translation	3	
Arithmetic ..	Zubdat-ul-hisáb, the whole	4	
Geography ...	Africa and America	1½	
History ...	Wáqi'át-i-Hind, first half	1½	Pending preparation of a better work.
Urdú ...	Dictation and Transliteration from Persian into Roman character	2	
Persian ...	Bostán, whole; Muntakhabát-i-Anwar Suhelí; Ruqi'át-i-A'lamgírí; Parsing; and Translation into Persian	6	
	Optional subjects.		
Arabic ... or Sanskrit ...	'Arabí ki dúsrí kitáb (second half); Muntakhabát-i. 'Arabi, Chapters I. and II.; Translation of easy passages from Urdú into Arabic	6	
	Riju Páth, Part I.; Laghu Vyákaran, Part II.; Translation of easy sentences from Urdú into Sanskrit	6	
	6th Class—1 *year.*		
English ...	Third Reader and Grammar and Parsing (*a*)	9	(*a*) Lennie's Grammar, pending preparation of a new Grammar.
	Writing Copies	2	
	Translation from various books, and of idiomatic sentences	4	
Arithmetic ...	Revision	4	
Geography ...	Miftah-ul-arz, the whole; revision of maps of India and Punjab; and map-drawing.	1½	
History ...	Wáqi'at-i-Hind, the whole	1½	
Urdú ...	Essays in Urdú and Transliteration from Persian into Roman character ..	2	
Persian ...	Persian Selections, with Grammar and Parsing, and Translation from Urdú into Persian, and *vice versâ* ...	6	

* When this is finished, Baker's Circle of Knowledge may be taken up until further notice.

Scheme of Studies, &c.,—continued.

Subject.	Text-books.	No. of hours per week.	Remarks.
	MIDDLE SCHOOL,—*concluded.*		
	Optional Subjects.		
Arabic ... or Sanskrit ...	Muntakhabat-i-'Arabí, Chapter III.; Alif . Laila, Part I.; Nahv Mír; Translation of easy passages from Urdú into Arabic ...	6	
	Raju Páth, Part II.; Laghu Vyákaran, the whole; Translation of easy passages into Sanskrit ...	6	
	UPPER SCHOOL.		
	***7th Class*—1 *year*.**		(*a*) An exhaustive study of these works in all points will be required, including accurate apprehension of what is read, Etymology, Grammar, peculiar phrases and idioms, &c.
English ...	Lethbridge's Selections to page 106 (*a*) ...	9	
	Sime's Poetical Selections, the whole (*a*) ...		
	Morell's Grammar and Analysis, half ...		
	Writing, Dictation, Translation and re-translation (*b*) ...		
Mathematics ...	Barnard Smith's Shilling Arithmetic, the whole; Todhunter's Algebra for Beginners to end of Division; First Book of Euclid, with Deductions ...	9	(*b*) An easy book should be taken containing simple dialogues, such as the Little Duke by Miss Yonge; Kingsley's Heroes; Hans Anderson's Tales; any good edition of popular English fairy stories, &c., &c.
General Knowledge .	Lethbridge's History of England ...	6	
	Blochmann's Geography of India ..		
Persian ...	Selections from Rauzat-us-Safá. Siyarul Mutákharin, 'Sádi and Faizí; Abdul Wàsi Hánswí, first half ...	2	
and Drawing ... or	Free-hand drawing ...	2	Every day a portion should be written from dictation, and translated into the vernacular, and the dictation and translation should be corrected. The next day the boys should be required to re-translate the Urdú version into English.
	Geometrical drawing ...	2	
Arabic ... or Sanskrit ...	Alif Laila, Part II. ...	6	
	Hidyat-un-Nahv, first half ...		
	Translation from Urdú into Arabic ...		
	Hitopodesh, first 2 chapters, *i. e.*— Mitralábh and Suhridbheda ...	6	
	Amarkosh, first seven sections of Chapter I.; Saral Viyákaran, Part I.; Translation from Urdú or Hidhí into Sanskrit.		
	***8th Class*—1 *year*.**		
English ...	Lethbridge's Selections to page 352 (*a*) ..	9	(*a*) To be studied in the manner laid down for the 7th Class.
	Morell's Grammar and Analysis, second half; Translation and re-translation (*b*) ...		
Mathematics ...	Arithmetic, revision; Todhunter's Algebra for Beginners up to Simple Equation; Euclid, Books II. and III., with Deductions.	9	(*b*) As laid down for the 7th Class.
General Knowledge .	Lethbridge's easy introduction to the History of India ...	6	
	Anderson's Geography ...		
Persian ...	Selections from Akbarnáma ...	2	
	Abul Fazl, Makhzan-i-Asrár ..		
Drawing ...	Quaání and Kochak Wisál, Abdul Wási Hánswí, second half ...		
and Surveying ... or	Free-hand drawing ...	2	
	Geometrical-drawing; Todhunter's Mensuration for Beginners, Chapters I. and II., to end of page 54, and Chapter VII, Sections 44 & 45 ...	2	
Arabic ... or Sanskrit ...	Alif Laila, Parts III. and IV.; Translation from Urdú into Arabic ...	6	
	Hidáyat-un-Nahv, second half ...		
	Hitopodesh, the whole ...	6	
	Amarkosh, Sections VIII., IX., X. of Chapter I., and first four Sections of Chapter II.		
	Saral Vyákaran, Parts II. and III. ...		

Scheme of Studies, &c.,—concluded.

Subject.	Text-books.	No. of hours per week.	Remarks.
	UPPER SCHOOL,—*concluded.*		
	9th Class—1 *year.*		
nglish ...	Lèthbridge's Selections, the whole (*a*) ...	9	(*a*) To be studied in the manner laid down for the 7th Class.
	Morell's Grammar and Analysis; Translation and re-translation (*b*)		
Mathematics ...	Arithmetic, Revision; Algebra, Simple Equations and Revision; Euclid, Book IV.; and Revision and Deductions ...	9	(*b*) As laid down for the 7th Class.
General Knowledge	Lethbridge's History of England, Lethbridge's Easy Introduction to the History of India ... } Revision.		
	Blanford's Physical Geography, Chapters I., II., III., VIII., IX.	6	
	Blochmann's Geography of India, Anderson's Geography ... } Revision.		
Persian ...	Akhlaq-i-mohsiní	2	(*a*). Revision.
	Iqd-i-gul and Iqd-i-manzum; Grammar (*a*)		
Drawing and Surveying.	Free-hand Drawing	2	
	Geometrical Drawing; Todhunter's Mensuration for Beginners, Section III., the whole, Section VII. to end of Chapter 17 ...	2	
or			
Arabic ...	Arabic Entrance Course; Beaumont's Grammar; Translation from Urdú, Persian or English into Arabic	6	
or			
Sanskrit ...	Riju Páth, Part III.; Nalopákhyána; Srutabodha; Keilhorn's Sanskrit Grammar; Translation from Urdú, or English into Sanskrit	6	
	Surveying Class of students who have passed the Entrance Examination.		
Mathematics ...	Barnard Smith's Arithmetic ...		
	Todhunter's Euclid ...		
	Todhunter's Mensuration ...		
Estimating ...	A simple building or bridge ...		
	Keay's Treatise on Estimating ...		
Construction ...	Building materials and general construction from Thomason Civil Engineering College Manual on Construction; Tracing on the ground ...		
Surveying ...	Questions and Exercises; Compass Surveying and Levelling from Thomason Civil Engineering College Manual on Surveying		

Scheme of studies for lower schools in which Mahajni or Lunde is taught.

Subject.	Text-books.	No. of hours per week.	Remarks.
	1*st Class*, 1*st Division*—1 *year.*		
Mahájní	Mahájní or Lunde Alphabet, and reading and writing names	6	
Arithmetic	Notation in Mahájní Multiplication Tables; ekâ (to 10 ×10); Gyárá (to 20 × 10); Ikkísá (to 30 ×10); ekkattísá (to 40 × 10) ...	9	
Urdú	Qáida-i-Urdú ...	9	
	Writing copies ...	6	

Scheme of Studies for Lower Schools,—concluded.

Subject.	Text-books.	No of hours per week.	Remarks.
	1st Class, 2nd Division—1 year.		
Mahájní	Writing easy letters ...	6	
Urdú	Urdá kí pahlí Kítáb and copies ...	12	
Arithmetic	Multiplication Tables ..		
	Sawáyá (to. $1\frac{1}{4}$ × 100); Deorah ($1\frac{1}{2}$ × 100); Dháún ($2\frac{1}{2}$ × 100); Unthá ($3\frac{1}{2}$ × 100); Dhauncha ($4\frac{1}{2}$ × 100); Pauncha ($5\frac{1}{2}$ × 100) ...	12	
	Pauna ($\frac{3}{4}$ × 100); and bará eká (100 × 100) .		
	2nd Class, 1st Division—1 year.		
Mahájní	Writing letters and hundís ...	6	
Urdú	Urdú kí dúsrí kitáb, Grammar orally, and copies ...	6	
Persian	Fársí kí pahlí kitáb and Safwat-ul-Masadir ...	6	
Geography	Geography of the Punjab, with map ...	3	
Arithmetic	Simple and Compound Addition Subtraction, Multiplication and Division Practice (Phailáwat) ...	9	
	2nd Class, 2nd Division—1 year		
Mahájní	Book-keeping ...	9	
Urdú	Urdú kí tísrí kitáb and copies ...	6	
Persian	Fársí ki dúsrí kitáb and Dictation ...	6	
Geography	Geography of India, with map ...	3	
Arithmetic	Interest ...	6	

The roman *v.* the Indian Alphabets.

It is with the greatest pleasure that I take up the challenge addressed to me by Mr. Drew, though not so much with the view of combating his opinions as in order to throw light on the merits and defects of his scheme. Everything connected with Indian reforms requires ventilation, and so far encouragement, but nowhere is the hasty adoption or rejection of a proposal more to be deprecated than in connection with a country whose highest authorities have the most divergent views even regarding the premises of every political, educational or commercial Indian question. Both Mr. Drew and myself wish to bring enlightenment to the masses, but whereas he considers the introduction of the Roman alphabet as the most effective means, I attach little importance to it, but find the panacea for the existing evil of ignorance in the development of the vernaculars through their legitimate sources, the Persian, Arabic and Sanskrit, and in the co-operation of those very classes whose Oriental learning and consequent influence has been ignored under our present system.

In the Punjab about 84,160 pupils read in Government institutions, and about 28,882 in schools more or less aided by Government. Altogether there are about 113,042 pupils, of whom 10,950 read English, and the rest the vernaculars. The population of the Punjab is nearly 18 millions. About one in 161 is, therefore, under that kind of instruction of which our Educational Department takes any cognizance. On these 113,042 pupils about Rs. 620,757 is expended per annum.

Whilst, however, only 88,160 are known to come under regular instruction, there are many hundred thousands whom our system ignores. These learn, if Muhammadans, Arabic and Persian, and if Hindus, Sanskrit, for religious purposes. Besides these there are the traders, shawl-weavers, bankers, and others who learn a peculiar kind of cyphering traditional to their occupation. The Sikhs learn Gurmukhi, the character in which their sacred books are written. Of ten persons who can read and write, one may be able to write English, one Gurmukhi, Kaeti, or any

of the less important alphabets, three Hindi or Sanskrit, and five Perso-Arabic, whilst of the remaining half a large percentage knows the Persian character in addition to its own.

If it be asked how it is that in spite of our expensive machinery we do not reach the masses, it is because the masses have their own views of education, in which they are strengthened by the priesthood and the Native nobility. Unless, therefore, the wishes and even prejudices of the natural leaders of the people are taken into co-operation, no foreign reform can ever succeed, and our department of "Popular Education" must remain a misnomer.

Supposing now that we introduce the Roman character into our schools, there will be every avidity to learn it, because it will be presumed to be a step towards the acquisition of *English*. This desire we shall not be able to satisfy, as we have not enough teachers of English. The result will be the spread of discontent into the villages, which is now chiefly confined to towns. Indeed, as it is, every boy that goes to a Government school does not do so for the sake of education, for that he believes he gets elsewhere, but because he thinks that he has laid the authorities under some obligation to provide him with an appointment. The class of clerks is already getting too numerous, and whereas a *sufeyed-posh*, or one who has to dress as a gentleman, "in white clothes", can be got for fourteen shillings a month, as a vernacular clerk, as much as £4 has had to be paid recently for a fair carpenter at Lahore.

If, however, the Roman character is to be learnt *in conjunction* with the vernacular, I would suggest the plan should be tried, without much flourish of trumpets, for the slightest accident may give rise to misrepresentation, and class it among the insidious attempts to subvert their religion, with which the Natives already credit us. I do not suppose that the Roman character will ever rise to the dignity of the "greased cartridges", but it may fairly inspire the dread of the census, or of the last *tikkus*, the Indianised form for the word "tax", on which I hope Sir Charles Trevelyan does not congratulate his followers. As a means of education the Roman character for the vernacular will simply be laughed at, for there is nothing to read in it. It has hitherto existed in consequence of the books that were written in it being circulated gratuitously, and thus it may continue to retain a limited public. But no one will ever read *Miskin* in the Roman character or even glance at the *Bagh-o-Bahar* in it excepting when teaching Hindustani to an Englishman. Urdú and Hindi will continue to be written in their own character as hitherto. The transliteration of the *Bhagvat* into the Persian character had not the faintest influence on Hindu literature or the transmutation of the Nagari character in favour of the characters of the Muhammadan conquerors. On the other hand, the *adaptation* of the *Hitopadesa* to Shemitic readers makes the *Kalilao Dimna* almost an Arabic classic, thus proving that you must neither translate foreign ideas nor transliterate foreign alphabets, but that, if you wish to succeed, you must adapt all that is of universal application in your own religion, morality, philosophy and literature, to the Native stand-point. Otherwise you only court failure. The Roman character for the Urdu and Hindi will be learnt as a Pigeon-Urdu and Pigeon-Hindi favoured by the English rulers, but no Native will take credit to himself in it either as a scholar or as wishing to influence his countrymen by writing in it. If, however, the Roman character is to be introduced, let it be accompanied by the publication of hand-books enjoining obedience to parents, cleanliness of habits, &c., so as to give something to read in that character that the people can appreciate. Above all let there be publications in it, telling the people how to till their fields, the best times for sowing, &c., and let there be an end of the present useless instruction as to the latitude of Timbuctoo, the politics of the Jews, or the sport with Amarydis in the shade.

The most practical feature of Mr. Drew's proposal is its recommendation to courts and suitors. It would curb the presumption of scribes, who now know that their depositions cannot be read, as a rule, by their European superiors, but it will not get rid of that class. Nor is that necessary. That class should be utilised as an agency for good, and not be peremptorily put aside when there is no other to fill its place. Besides it has its root in the traditions of the people.

The range of the alphabets referred to by Mr. Drew is too wide to be dealt with within the space of a few columns. Having shown that in the Province of which he speaks, Hindustani is far more universal than he suspects, and that the other characters are strictly limited, I will confine my objections at present to the flaws in his system as regards that vernacular. I am glad to perceive that he not

only admits but invites the probability of improvements in his system of transliteration. I think that his scheme should be seriously and minutely examined by a Sub-Committee of the Society, before which also the remarkably ingenious alphabet of His Excellency the Persian Minister in England may be brought. What we all want is to bring knowledge within the reach of the masses of India, no sensible proposal towards that end should be discouraged; and although, as I have already said, I think little of Romanisation, except as a system of transliteration of Indian words for the use of Europeans, I think enough of it, respectfully, but earnestly, to urge the consideration of the following proposal:

I think that the Society would be quite justified, after carefully examining the present faulty system of transliteration and arriving at an authoritative conclusion, to urge, first, the adoption of a proper system by the Indian Governments as regards its own publications; and, secondly, the introduction of the Roman character in the vernacular schools in India by the side of the Native alphabet, the preparation of useful hand-books in the Roman character in the vernacular languages, and the *permission* to write petitions and proceedings in law courts in that character. This will give a fair trial to the view for which Mr. Drew and Sir Charles Trevelyan contend, and would be a practical conclusion of a not unimportant discussion.

It must not be thought that Romanisation has achieved unanimity even in the school of European transliterators. I, for one, consider the rendering of the letter *ain* by an apostrophe as simply absurd. *Ain* is a consonant which may be read with all the vowels, whilst to represent it with an apostrophe would be tantamount to not reading it at all, or reading it only in one way. The word "zila" is, *e. g.*, now written by the Romanisers as "Zil", which an ordinary reader will rhyme with "drill", whilst the apostrophe will certainly not render the various vowels in the first syllable of "u'bur, a'br, and i'brat", which by Mr. Drew's system would be transliterated by "'bur, 'br, and 'brat". Nor does Mr. Drew make any provision for the sounds of "ö, ü, eu, oi," which occur in some of the Oriental languages. I do not remember what he gives for the letters "jim", pronounced as in "journal", or for "j", as pronounced in French. All I can say is that in spite of dots, an English reader will read a dotted "d, t, r," and "s" precisely as an undotted one, whilst big and small "Kaf" will be pronounced by him without any guttural distinction. Mr. Drew's gravest fault, however, is that he confounds the accent, as in French, which marks the stress of the voice, with the miserable accents which we have adopted in our (now adopted) system of transilerating Indian words, and which merely show a more open or close pronunciation of the words, whilst their tendency is to confound both quantity and intonation with the inherent nature of the vowel. Accent, however, is not quantity, nor does quantity change the nature of a sound.

When I said that the masses in India revere the Perso-Arabic and the Sanskrit characters, I did not mean that Hindus revered the Arabic and Muhammadans the Sanskrit character. On the contrary, I repeatedly kept these two antagonistic elements in view, and it was perhaps scarcely fair for Mr. Drew to charge me with the suppression of the whole truth, simply because, for the sake of brevity, I compressed an introductory statement, on which I subsequently enlarged. Everybody knows that Arabic is revered by Muhammadans and Sanskrit by Hindus, and I think I might have been trusted with the possession of that information.

After all, alphabets are conventional renderings of sounds, liable to various pronunciations, even when the same signs are used, as is the case in most countries of Europe, with different nationalities, classes, or periods of literature. No school of transliterators will ever be able to impose their pronunciation on a nation even when their objects are advanced by that generous gratuitous circulation to which I have alluded and which has hitherto ensured a limited public for the Romanised publications in India during the last 30 years. Of course, should Government support the system, it will have a certain success, one of whose most pleasant features will be that the "Romanised" Natives will write English, the language of their rulers, on the same phonetic plan, to our great consternation, and may return the compliment, which we now pay them, by urging us to "Romanise" English.

The fact is that Persian and Urdu are practically ideological rather than phonetic in their spelling. This also is the case with English. It is by dint of practice that we read "light" as *lait*, just as by practice one reads "Muhammad" in the Persian character, and not "Mihmadu". The *tout ensemble* of a word recalls its pronunciation to Englishmen as well as to readers of Hindustani. If our officers practised the Shikasta more than they do, they would find it just as easy to read as the scrawls of some of their colleagues and superiors.

I wonder why the Romanisers, who have exerted so much ingenuity on their dots, have not thought of the far more easy method of reversing the Roman character whenever they wanted a second value for a sound. Our printers could have at once used the present type for the new purpose without difficulty whatever, whilst a reversed "s" or "r" would have arrested the attention of the reader. Still all these schemes, like that of using numbers for an universal language, are a waste of talent, for they leave the main points unsettled, which are—"What are the causes of the present state of things? In what precise respect is it desirable to introduce reforms, and will these reforms effect their object?"

The reason why the Roman, Greek, Russian, German Armenian and other characters are read with comparative ease, is not because there is any inherent excellence in them, but simply and solely because the letters are *separate*. This allows of the introduction of vowels in the body of the word, and of a variety of artifices in printing calculated to arrest attention. It is thus that one of the poorest alphabets, the Roman, has become one of the most useful, whilst it is the artistic combination and not the nature of the letters in the far more expressive Persian that has been in the way of the universal spread of knowledge in the countries where that character is used. Lithography will do much for the Muhammadan East, but a Perso-Arabic type, such as His Excellency the Persian Ambassador has devised, will develop indigenous and introduce foreign literature in an acceptable and cheap form. Do what we may, our reforms, including the Roman character, will be considered by the masses as an insidious attempt to upset their religion. Learn to consult the Natives, and you will strike a mine of intellect and a desire for reform, of whose existence the half-trained European does not dream when he forces his crude notions on races that have long discussed and dismissed innovations in every branch of human thought and activity, because they had not the mechanical appliances for putting them into practice. Now, as 3,000 years ago, the East is the home of mental discipline, culture and repose, where genius is as universal as it is ignored, in consequence chiefly of the want of publicity and of easy communication. Without these advantages we should now be behind the Orientals whom we despise. The one intelligent European among a thousand of his dull brethren is able to pass off his views and inventions as the embodiment of the civilisation of his continent. When the whole East will have its cheap press and railways—provided always that it does not seek to slavishly imitate the West in its reforms—it must resume the position it once held, owing to the Native genius of its peoples. To do this it must give up considering writing as an *end*, but must merely look on it as a *means* of learning. An indigenous alphabet, separate in its letters, will be the first step, and will be the foundation, as His Excellency expects, of a great indigenous civilisation.

G. W. LEITNER.
Principal, Government College, Lahore.

APPENDIX IX.—(6) AND (7).

Note on Major Holroyd's Pictorial Vernacular Series and on his "How to speak and write English".

A.—Muhammadan Authorities on Pictorial Representations.

The precept which rigid Sunni orthodoxy has most thoroughly adopted from Judaism is "thou shalt not make unto thyself the likeness of anything in heaven, on earth and in the water". The reason given is—"for the Lord thy God is a jealous God". This is the keynote of the Koran in which God's greatest anger is constantly expressed against those who in form, substance, practice or theory give him "equals". The whole of the 5th chapter of the Koran may be read with advantage on the subject, but the line that distinctly prohibits is in the 92nd verse which says—"Oh believers, surely wine and games of chance *and statues* (ansab) and divining arrows are an abomination of Satan's work! Avoid them, that ye may prosper." Tradition has expanded the word "ansáb", so as to include all figures. The Persians, however, interpret this verse more liberally, chiefly in consequence of the Magianism which has never been thoroughly extirpated in that country, which constantly brings to the front mystic and atheistic sects, and which indeed has raised, among some Shiahs, Ali "to be, if not God, at any rate not far

from him", and to rank above Muhammad. It will be found that, wherever in India pictures are used or tolerated by Muhammadans, they belong to a very small minority of the Shiah sect whose numbers, compared with Sunnis in India, is in itself a small one. Now these Shiahs, who are not countenanced by their more strict or peaceful co-religionists, take every means to insult their Sunni brethren by offensive insinuations and allusions, which to us may appear far-fetched, but which are at once understood, if not resented by those whom they affect. What ordinary European Orientalist, for instance, can recognize the reproach of mendacity under the compliment so often bestowed on him of being a "jehán-dida", *i. e.*, "one who has seen the world"? These mischievous persons, I regret to say, have to a very great extent influenced the Urdu dialect and publications of the Educational Department, but I think it will be found on enquiry that wherever illustrations have been used in India, it has been chiefly by a Shiah of the description referred to, or by some latitudinarian ruler. Persian manuscripts, no doubt, do contain pictures suited to the imaginative disposition of that race. At Constantinople an attempt was made, by some Armenians, I believe, to bring out a humorous illustrated paper, but the whole affair irritated good Muhammadans, and is in the same category with the use of wine, which is becoming very general among the Turks in seaport towns, much to the disgust of true believers. The passiveness of Indians again tolerates the teaching of almost anything. Missionary schools are frequented by Natives in spite of the religious instruction of their managers, but this argument has never been held by Government to justify its introduction of the Bible, even as an English classic, in its schools. The Muhammadans, as it is, avoid our schools to a great extent, in consequence, partly of the fragmentary Oriental instruction which they impart, but chiefly because of their pernicious effect on the morals and manners of their children. I do not, therefore, think that we should further alienate a class of the population for whose education we have lately professed special care, and whom any misguided artistic enthusiasm may, in the opinion of the orthodox, only fit "for the fire prepared for the infidels, whose fuel is men and *stones* (the statues of false gods), *Koran, Sura II., verse* 22. It is far better to show, by direct attack, or proof from commentaries, the inappropriateness of the prohibition of the representation of living things than to irritate the minds of orthodox Muhammadans, especially on our frontier, by the insidious introduction of pictures in a school course.

I will, however, proceed to show that with the exception of a small Delhi Coterie, as pushing as it is mischievous, Shiah orthodoxy also discountenances pictures. In the book "I'baadat" it belongs to "Najîs", which is worse than "makruh", and are included in the category of "acts which must be repugnant to the inner feelings of every Muhammadan, such as, magic, necromancy, music, *portrait-painting*, but above all the depiction of Saints". So strong is that feeling that even in the Transcaucasian Provinces of Russia, the most picture-worshipping nation of Christianity, the secular law supports the Kazi in his decision against Muhammadans guilty of such infidelity (*vide* Tornau "Das Moslemische Recht", pages 58 to 60). Again a picture cannot be devoted to a good purpose "waqf", being in its nature improper, from which I infer that it cannot be introduced into a school. In short, both orthodox Sunnis and Shiahs admit that the first object of their religion, as revealed in the Koran, is the destruction of idolatry of which pictorial representations are the most effective agency. As for the Ain-i-Akbari, it is full of infidelity, and good Muhammadans call Akbar "the Kafir", so that anything connected with him cannot be adduced in favour of the measure of introducing a pictorial series into schools in which there are Muhammadan children; whilst on referring to the chapters on the Taswir Khana and the Painting Gallery, it will not only be found that *European* example is quoted, but that the practice of illuminating Persian books mainly dates from the time of this cosmopolitan Emperor, himself an ardent artist. In conclusion, all this is so obvious that it is difficult to understand how, with the slightest acquaintance with Muhammadans or their religion and literature, such a mistake as starting and, worse still, defending a pictorial series could have been committed.

B.—The proposed Urdu Pictorial Series.

The mechanical execution of the series is excellent, but its artistic side leaves much to be desired. Whatever may be the rules of perspective, the Native youth will not understand why the Huka should be so much taller than a man who is represented as almost sitting *under* it, when to see the house requires an effort of the imagination, for it is drawn so small as to escape immediate identification. He will wonder at the full dress of the Punjab ploughman, when he knows him to wear merely an apology for a dhoti at his work. Why too does he wear boots on the

picture, which he does not when ploughing? The ploughshare on the picture is also far more horizontal than it is in reality. Possibly, with the success of the *Agricultural Journal*, the Punjab breed of oxen may be improved to the standard on the picture, but till then I believe that the breed represented is not seen out of Hissar. The peasants (for whom by the way the term "zemindar" is not an universal equivalent throughout India, to the whole of which it is proposed to extend this series) on the drawing are, apparently, Muhammadans, and this, of course, only adds to the offensiveness of the picture in Mussulman eyes. I also think that it is more objectionable to have these drawing or a photograph taken from the revered manuscript form than identified, as in Piari Charan's Series by Macmillan, with the disregarded printing. The only means of increasing the attractiveness of a book with Muhammadans is to illuminate and bind it, somewhat in the style of the photographed Koran which I showed to the Committee and which is produced by a process as cheap and far more effective and "Oriental" than the series in question, which I believe is photographed at Messrs. Spottiswoode by the Dallas-type process. A serious objection also to the specimen chapter on "ploughing" seems to me to be the fact that beyond the bare statement that the person represented "ploughs" there is not a word on the operation, extent or usefulness, not to speak of the various methods and seasons of ploughing. We might have expected a word regarding the dignity and importance of this labour, if not a description of the process, but nothing of the sort is said. The reader is invited to the peasant's resting, first near a well, then in the bosom of his family, a scene no doubt of inaccurately described domestic bliss, but one which need not apply much more to the ploughman than to any other human being. The Urdu dialect also which is used is of that jerky description which disfigures nearly all the Urdu publications, especially the Primers of the Punjab Educational Department; but in order that language should be a means of mental discipline, it is necessary that some attempt should be made at the elaboration of a sentence conveying a sustained thought. I have pointed out a few more mistakes in an "Analysis" of the specimen submitted, and I cannot conceive what educational purpose, if this be a fair specimen, such a series can serve, beyond developing the critical faculty, for much the same reason that papers full of mistakes are set to Civil Service candidates for correction. I also consider that in re-publishing, by means of photography, any Oriental classic, care should be taken to reproduce the manuscript of a writer renowned alike for calligraphy and accuracy. Otherwise, there is no reason why, as alleged by Major Holroyd, a photographic edition should be more correct than a lithographic one. Correctness depends on the writer, and his mistakes are neither more nor less whether written on lithographic paper by himself or reproduced from his manuscript by the photo-lithographic process of Mr. Dallas. In conclusion, I certainly fail to perceive how in the analyzed chapter on plouging "the agricultural labourer might have opened to him a new world of interest in his daily pursuits", "how his observing faculties have been trained by reference to familiar things", and "how the lesson has been made at once simple, accurate and interesting", to quote the sentences used with such excellent intentions by Major Holroyd, I consider that the *Agricultural Journal* whose programme I attach is a far better means of meeting Major Holroyd's aims than his own series.

C.—Major Holroyd's letter on "How to speak and write English".

Major Holroyd says that the sound of "a" in "hat" is foreign to Hindustani. This is not so. It is the "e" in "kehta" and numerous other words. I doubt whether the "o" in "hot" is an uncommon sound in Urdu, unless its English articulation be provincial or affected. Why "b" should not be an Urdu sound I am at a loss to conceive. Two initial consonants *often* come together in the Hindi or Panjabi (*e.g.*, "ghristi" "sri", "stri", "kripa", "bhrá"), though, of course, there is a tendency to emasculate them by the introduction of a vowel. The following instance in Major Holroyd's letters shows further misconception of the subject with which he deals. He says that in the sentence "There is a story of a girl who found a letter" nine sounds foreign to Hindustani exist, of which he quotes the "e" and "r" in "there", the "st" and "o" in "story," the "i" and "r" in "girl", the "ou" in "found", and the final "er" in "letter". Now it is perfectly true that certain languid gentlemen pronounce the consonant "r" as the only pure vowel, that of "a" in their articulation, but I am not otherwise aware that the English "r" in the instances quoted differs substantially from the Hindustani "r". The "e" in "there" is a common sound in Hindustani, so is the "o", the "ou" in "found" is simply the "au" in "qaum", whilist the "i" in "girl" is the Hindustani sound which formerly used to be transliterated by short "u". For an excursus on "r" compare "berader" with the "r" in "there" and "letter". The

only point which deserves attention in the above sentence is the idiomatic and *untranslatable* use of the *word* "there", and this is the only point which Major Holroyd has omitted.

That Major Holroyd should intend his work for the use of the Natives of India and in a manner offer it to us as the "Imperial Primer" is very creditable to his public spirit; but in order that a book of this kind should be useful to the Natives, it is above all necessary that it should be based on what is similar and not on what is dissimilar in both English and Vernacular Grammar and Orthoepy. Now does Major Holroyd with "vernacular" mean "Urdu" only, and, if so, why should an imposed vernacular represent all the vernaculars of this country? Again, if "Urdu" alone is meant, it would be necessary to explain *what* Urdu? In my humble opinion, the Urdu, whose advocate Major Holroyd is, seems to be that of a particular class of Delhi, if not that of an eccentric subordinate, but it does not seem to me to be the language of scholars or that it fulfils the object of language, that of disciplining the mind. Major Holroyd seems to point with satisfaction to the circumstance that "he would" must be translated differently in eight sentences that are cited, and adds that "this is merely one example". If this be indeed only one example out of many, I cannot conceive of anything more unscientific or confusing than that a Native student should at the outset of his English studies learn both the natural and the artificial uses of English words. I can quote even a worse instance from Major Holroyd's books than the one to which he refers. As early as in the seventh lesson "do up", "cut up", "shut up" [both as "shut him up" and "shut it up"] are used. Is "up" here, according to Major Holroyd, the same in meaning in all these instances or different? If the same, its use is a work of supererogation; if different, why is it used at all? I consider it most pernicious to use propositions in that way. The meanings of English verbs are much affected by them, and it is far better to say "close" when you teach a Frenchman or a Native, than to say "shut up"; far better even to say "ascend" than to say "go up" unless the latter is used to show the legitimate meaning of "up". It is *at the final, not the initial*, stage of one's study of a language that what is peculiar to it, viz., its idiom, should be taught.

In the edition of "How to speak English", which, indeed, ought to be called "How not to speak English", the alphabet in the old erroneous order (and probably with the old misleading terminology, now condemned by all students of grammar and sound) first arrests attention. In the first lesson "is" is put incidentally, though it is the principal word in the sentences that are formed in the first exercises. Now I simply deny that the "i" in "his", and "it" is precisely the same. It is true that, owing to a lamentable misconception in our teaching, we are taught that the dipthong "ai" is the long "i", whilst the totally different vowel "i" ordinarily rendered by the English "e" is its short equivalent. This is not so. There is a difference between the *nature* and the *quality* of a sound, ā ă, ē ĕ, ī ĭ, ō ŏ, ū ŭ, as vowel sounds can be fairly distinguished from one another, not so if "u" is the tripthong "u" which is equivalent in pronunciation to the word "you" or "y" is the tripthong which can be rendered by "why".

As long as we are not clear on the above distinction between the nature and the quality of a sound, the sooner we give up teaching others the better.

In the second lesson I dislike the use of "go in", but I cannot forgive the use at so early a stage of so complicated an idiom as is involved in a succession of phrases, alike the following:

"*Is she* to go in", "is he to do it", "is she to go to him", &c., &c. How does Major Holroyd translate these sentences in Urdu without a complete change of construction?

We may pass over the allusions to the unclean animal, but what necessity is there for Indian boys to kiss so much as in the fifth and eighth lessons, and how would one translate "to kiss" with a direct verb without incurring a vulgarism? Indeed, there is altogether too much of the female element in these lessons for Indian boys. It also seems to me to sacrifice sense to an uniform use of monosyllables. "Is his duck in my cup" is enough to condemn the 6th exercise of the translation. As for "Is she sitting in my inn," "kissing it," &c., I do not know what Urdu equivalents the author is thinking of, but when he asks "must you sit in his lap", and answers "I must sit in his lap", I am inclined to doubt whether appearances are altogether preserved. I even doubt the value of "has she a match" and further on, apparently in the affirmative "She is as fat as he is". I consider that Ollendorff has degraded the study of language by making his readers believe that the repetition of the "Burgeois Gentilhomme's" involutions of an absurd sentence was good prose; but it is worse to caricature Ollendorff in Hindustani.

It is obvious from what I have said above that I do not consider these lessons to be progressive, as Major Holroyd believes, but rather that I consider them to be mentally demoralizing. I look with some dread on the prospect held out that the pupil who has been taught under this system will "talk with comparative ease". I also believe that the author has utterly misunderstood the views of the Lahore Committee as to the method in which grammar should be taught, and I certainly for one would, regretfully, but firmly, reject his kind offer to adapt his publications to the rest of India.

As regards the "Hindustani made easy", this book is scarcely within the scope of our enquiries, which are confined to educational text-books for Natives, and certainly do not, as far as I understand our duties, comprise our devising facilities for teaching Englishmen Urdu.

As regards the Urdu poetical selections, they should in the first instance be taken, as suggested by the Local Government, from the writings of known and approved Urdu poets. To eliminate the element of love, instead of merely rendering its expression pure, if not sublime, is a step in the wrong direction, and which must neutralize all efforts to introduce other subjects. There is enough material in existing Oriental poems for the introduction of the moral, didactic and descriptive elements suggested by the Punjab Government, without resorting to the new Urdu poems which may suggest the enquiry "why they were not written in prose", though when we do see them in prose, judging from the Urdu Primers before us, another question might present itself, namely, "why were they written at all"?

SIMLA;
The 20th June 1877.

G. W. LEITNER.

The following is the prospectus of the new series "TALIM-UL-MUBTADI, or Urdu edition of the Indian vernacular series for elementary schools, edited by Major W. R. M. HOLROYD, Director of Public Instruction, Punjab":

THIS series will comprise an Introductory Primer, eight Readers adapted to a course of instruction extending over four years, and manuals of Geography, Arithmetic and Mensuration.

The object kept in view in the preparation of the Readers, in addition to their main purpose of teaching to read, is to train the observing faculties by reference to familiar things, and to lead on the pupil step by step to an intelligent comprehension of animal and vegetable life, of the mineral kingdom, of agricultural and other processes and of the more simple natural phenomena,—and to familiarize him so far as is practicable, by means of easy descriptive sketches with places and people beyond his actual experience. An endeavour has been made to render the lessons at once simple, accurate and interesting; and by the moral tone that pervades them to inculcate a respect for truth and honesty.

The manuals of Geography will comprise brief historical sketches of the countries treated of; and they will, it is hoped, tend to remove the reproach so often made that the study of history and geography in elementary schools consists in the committal to memory of the records of battles and of long lists of difficult names that have for the learner no life or meaning.

The manuals of Geography will be supplied with carefully drawn maps, and the whole series will be well illustrated. In Europe much of the knowledge possessed by children is gained by means of pictures; but a series of pictures that would delight an English child is like a book in an unknown tongue when placed in the hands of a native of India. He may understand a very clear outline of a man, a dog, or a horse, but a more elaborate drawing he cannot appreciate. In a landscape he is unable to distinguish between clouds and mountains, land and water, or to point out the different kinds of trees or the villages, towns and castles that are depicted in the distance. When Native children are, like English children, familiarized with pictures from their infancy, they will be provided with a new source of pleasure and instruction of which the people of India have at present no conception.

In the Urdu edition of this series diacritical marks are given on the system often followed in books printed in type, and the Urdu ká Q'áida serves as an introduction to the First Reader.

The First and Second Readers are now in the press, and will be published shortly, on which a fresh notification will be issued.

A specimen page of the First Reader, which contains lessons on familiar scenes, is annexed. The illustrations in this Reader are by J. L. Kipling, Esq., Principal of the Mayo School of Industrial Art at Lahore.

Analysis of the first Chapter of the new Vernacular Series.

DESCRIPTION OF PLOUGHING.

SEE the *Zamindar* is ploughing. What trouble he is taking; the perspiration of the head is falling on his feet. When the sun is coming over head (this is not sufficiently distinct for "noon") then unyoking the oxen he bring (them) to the well. For a moment he rests himself (draws breath). Washing hands (and) mouth he becomes cool. In the shade of the trees he eats bread. Lying in the cool, cool air he takes rest. [*N. B.*—The Punjab ploughman does, as a matter of fact, not go to the well at noon, but leaves the oxen where they are, retires to the nearest tree, and waits for the food which his wife or daughter will bring him.] Some short time after stretching himself ["angrai leyna", another vulgar expression] he sits up, and in this trouble [does "this trouble" refer to "sitting up"?] he passes the day. When the sun is setting, then he unfixes the plough; taking the oxen he comes home (the writer omits to stating that he takes away the iron as well, for fear of its being stolen). Whatever vegetable he brings, he throws into the skirt of his wife. (This is quite incorrect. The Punjab ploughman never does this, but it is the wife or little girls that collect the vegetables.) The peasant woman ties up the oxen (this is generally done by the little boys or girls) and milches the cow. He sitting on a charpoy smokes the huka. *She* quickly, quickly baking bread, brings it and places it before him. He, sitting among his children, eats, becomes a garden = is delighted. [This idiom is too much that of a certain class at Delhi] The trouble of [which lasted] the whole day he forgets. When eating his food, he lies down, then he sleeps with such a relish which is not even destined for kings.

HITHERTO we have not had a description of ploughing at all.

THE plough represented is not the implement used in the Punjab, being too horizontal.

THE Punjab peasants, when they plough, do not wear shoes, as this picture represents their doing. Nor do they throw the "chadar" *as represented*, but wear as little on, as possible, *when* ploughing.

Besides the drawing is not clear, and a Native boy will think it absurd to have the house represented so small and the huka so big.

"Palkepal" is only used to describe "hot haste", and is not compatible with the account of resting, eating, &c., &c.; "Uth baythta hay", this is incorrectly used to render the author's meaning, which really is that he *resumes* ploughing.

"Hal kholna" is not used in the Punjab. We say "Hal chhorna" or better still "Hal chhadna".

SIMLA; The 12th June 1877. } G. W. LEITNER.

The following is the Agricultural Journal from whose encouragement I expect far better results than from the Chapter on Ploughing under discussion:

"ATALIQ ZAMINDARAN."

THIS Journal is intended to give the zamindars an opportunity of becoming acquainted with European and other improved modes of agriculture, rotation of crops, use of manures, deep soil ploughing and selection of seeds and soil; to diffuse knowledge on the subject of agriculture generally, and also to bring to the notice of the people the rules and regulations of the Government

which more directly bear on agriculture. It will supply a want which is felt more and more every day, for although there are occasional notices on agricultural subjects in some periodicals, these rarely are seen by the zamindars.

It is unnecessary to show the importance of improved knowledge in agriculture, especially in a country in which the staple of the food of the people is wheat, and from which there is a prospect of large supplies being sent to the European markets.

In order to make the people acquainted with this journal, the Proprietor circulates this notice to officers in the Revenue Department, and hopes that, with their assistance, a wide publicity will be given to the project. If the journal is approved of, notices might be circulated through Tahsildars, Thanadars, and other Native officials; and material support by subscription for copies for Schools, Patwaries, Zaildars and Tahsildars will greatly encourage the Proprietor in his attempt.

With this notice I beg to forward to you one hundred copies of the Urdu notice and three copies each of the first two numbers of *The Ataliq Zamindaran*. If the periodical meets your approval, you will confer a great favour if you will have the Urdu notices circulated to the Members of Committees, Raises, and others in your district.

In order to give every one an opportunity of seeing the periodical the price has been fixed at Rs. 2-4 per annum and with postage Rs. 3.

HOSHIARPUR;
The 1st May 1877.

NARAIN DAS, Pleader,
Hoshiarpur.

THE District Fund Committee of Hoshiarpur has subscribed for 24 copies of *The Ataliq Zamindaran* for one year, and the Deputy Commissioner, Assistants and Extra Assistants have, I believe, all become subscribers.

This periodical starts on a field as yet unoccupied by the Native Press, a field of wide and growing importance, not only to the people, but to Government itself. The soil of India is a treasure house of which the key is the due application of knowledge, care and labour.

Much may be done to increase the material prosperity of the country by the dissemination of knowledge on the subject of agriculture. I hope this effort of Narain Das will prove a success. It has my hearty good wishes.

W. COLDSTREAM,
Deputy Commissioner of Hoshiarpur.

APPENDIX IX. (8).

A MUHAMMADAN Urdu scholar criticizes the Urdu Primers as follows:

Urdu-ki-pahli Kitab.—The letters at the very beginning are written with the three vowel points marked on them together. This must be perplexing to children.

Latifas 4 and 5 contain no lesson except teaching the boys the idioms of free derbishes (these are omitted in the new edition).

The moral of the 10th Latifa (Latifa 8th of the new edition) is that a king pardoned a guilty man for the sake of a joke; this would impress in the minds of the boys the idea that to be funny is a virtue.

Latifa 14 shows that to be wise is bad, and to remain ignorant is better (omitted in the new edition).

Such a book only tends to spoil the good disposition of boys and imparts to them no lessons in useful knowledge.

Urdu-ki-dusri Kitab.—This book is also of the same nature; it abounds in vain thoughts against good morality and in ridicule. This book strengthens vulgar beliefs. I quote some examples.

Latifa 5th (4th in the edition of 1877).—In this much disrespect is shown for the name of God, for the name is mentioned several times in a dialogue full of jokes, which no believer in a God would like. An elementary book should be such that men of every religion and sect might read it with pleasure. Next the moral of the story is that there is no necessity for the use of medicine, and that man should remain passive when in danger of death. If the medicine be procurable, its use is not necessary; one should rely on fate. This early lesson is injurious.

Latifa 8th (7th of the edition of 1877) is of the apothecary—"Usi ko jhuthálá" is a wrong idiom. The Delhi people say "juthláyá".

Latifas 9th and 10th (8th and 9th of the present edition) contain no good except fun and ridicule. Latifa 13th (12th) teaches that to acquire wealth is not advisable.

[I do not think so, for at the very beginning the story says that a king spent money for the benefit of his subjects—surely a wise act; and again when the faquir says not to fear expenditure, he refers only to proper expenditure.]

Latifas 21st, 22nd and 23rd (20th—22nd) teach nothing except disrespect and jocularity.

Latifa 24th (23rd) only shows the folly of a swain and makes children laugh. This book is generally read by the sons of peasants, and it is wrong to call a certain class foolish and to wound their feelings. It is useless to give such instruction in elementary books.

Some stories are indeed good, but their moral is not given; though the immediate aim of the book is to teach the language, it would be better still to teach it along with good advice. For example, the moral of the 41st (39th) Latifa is that every one fears a tyrant, and if he says anything for his own benefit, though it be an injustice, no one would raise his voice against him.

The moral of the 43rd (40th) should also be given.

The 47th (perhaps the critic means the 48th) story shows that to tell a lie and to deceive people is a wise action, and this strengthens the original belief of the illiterate.

Latifa 53rd is very objectionable, and shows that women should not be educated (has been omitted in the new edition).

Latifa 55th (50th) shows that to learn the law is not good, and that those who like the profession have a natural tendency to tell lies. [Also 52nd.]

The moral of the 56th (51st) story is that to oppose a teacher is an act of bravery. The 58th (53rd) Latifa teaches that the rules of society are bad, whilst to leave worldly affairs and to become a devotee is a very good act. This lesson is quite against society.

Though the idioms of these books are those of Delhi, the language is throughout comical and only teaches to ridicule things in general.

Urdu-ki-tisri Kitab.—This contains many errors. It is said in page 3rd, line 8th, that Wali of Guzerat was not the first poet, as is believed, who wrote verses in Urdu; this is a wrong assertion. The author has not seen the work which has been published in Paris which clearly shows that he was the first poet who ever wrote verse in Urdu. The writers of the lives of poets also have all declared him to be the first poet.

[But it should also be shown that Jafar Zatalli and Sádik were not his contemporaries.]

The "Phelis" have ever been recited by old women for the diversion of their children, and should have no place in treatises connected with elementary education.

The lives of some philosophers and sages written in the book, *e. g.*, of Socrates, Plato and Aristotle, the Greek philosophers, Valmiki of India, and Fardausi of Persia, do not tend to improve the knowledge of the Urdu language, for it is not in accordance with the idiom of Delhi, but with the Urdu used in other parts whose idiom is not good. This is the case with the style of the whole book.

[The danger of a more difficult style would be to write Persian with Urdu verbs and prepositions, which is the case with many books that are commonly admired.]

In my opinion these three books should be excluded from elementary education.

[Dialogues used by natives on meeting one another and conversations on common worldly affairs, &c., might be introduced into the First Book, and more selections from the writings of standard Urdu poets, such as Sauda, Mir, &c., should be included in the Third Book, which contains very little poetry. Some change might also be made in the order of the pieces in the Third Book; the difficult passages and the poetry should come last; at present the order is reversed.]

APPENDIX IX.—(9) (10) (11) (13).

THE following is a précis of the letters and reports received by Dr. Leitner on books used in the Punjab and elsewhere.

I.—PERSIAN.

Major St. John, Principal of the Ajmere Mayo College, who has been long in Persia, considers that the 1st "Modern Persian Primer" probably represents the idiom of Peshawar and Cabul, but certainly not that of Shiraz or Ispahan. He concurs with Dr. Leitner in recommending the substitution of "Modern Persian phrases by an officer of the Hyderabad Contingent corrected by a Shirazi", though he would add a larger number of the polite expressions which mark Persian etiquette. The second Persian text-book he considers fair, "though the stories are silly". Major St. John remarks "two of the commonest *spoken* prepositions in Persian are apparently unknown to the compiler of the text-book, viz., *tu*-i for "in" and "mal-i" for "belonging to". Major St. John also points out with Dr. Leitner that "mizáj" as "health" is an Indian idiom. Turks, Arabs and Persians use it as "temperament" or "temper", whilst the idiomatic enquiry for health in Persian is "ahwal". Major St. John pertinently remarks:

"The fact is that Indo-Persian scholars ignore the immense difference (as great as in English) that exists between the spoken, the narrative, or epistolary and the poetical languages of Irān: while our North-West frontier men mistake the barbarous patois of Afghanistan for the real article current in Persia itself. Indian Munshis have told me that there are two Persian dialects, one Irāni and the other Khurāsāni, and that the latter having been preserved with greater purity is the better of the two. This is of course the same argument that makes Americans boast of speaking better English than Englishmen and Canadians purer French than Parisians.

"There are at least two vowels ĕ and ŏ which cannot be transcribed by the Arabic alphabet; and the hard yé as in 'shér' "a lion" is absolutely strange to a Persian tongue, though used in Afghanistan and Beluchistán.

"Compare the following dialogue (an inferior paying a visit to a superior) with a similar dialogue in the text-book:

Text-book.	*Modern Persian.*
Visitor.—As-Salāmu A'lai-kum.	Salāmun-alaikum.
Host.—Wa A'lai-kum-as-Salām. Mizāj-i-A'li?	Salāmun-alaikum or A'laikum Salám. Ahwāl-i-Shumā?
	Bismillāh! Bi-nishinîd.
Visitor.—Al-hamdu lillah! Duá'-i-jāni-shumā.	Alhamdu lillah! Az iltifát-i-shumā. Ahwāl-sarkár?
Host.—*Kh*ush āmaded. Mardum-ba-khair and? Kochak-o-buzurg-ba-salāmat?*	Alhamd-u-lillah-*Kh*ush āmadid - Jā î - shuma.
Visitor.—Bali? hama duā' míkunand.	khali bud! Damāgh-i-shuma chāk? Sāya-i-shuma kam na shavad; Lutf farmū-did.
Host.—Bádi muddat tashrīf āwurded?† in qadar be iltifāti!	Kuja budid? Chê kardid? az kuja amadid?
Visitor—Muá'f dāred. Ché kunam? karhāi dunyā namiguzarand; ham daulat*kh*ana rá balad nabūdam, &c.‡	A'rz mi shavad; khidmat-Sarkar-i-shuma; bandah az Tehran diroz rasidam, &c.
Visitor.—Ijāzat ast? Hāla ru*kh*sat mishawam (rising).	Mura*kh*as mishavam? Zahmat dādam.
Host.—(Chirā, chirā în qadar zudi? § binashined, sāa'te harf zanêm wa dile *kh*ush kunêm).	Zahmat kashidíd! *Kh*ush āmadíd (to a servant) Kafsh-i A'ghā bedi. Khudā hāfiz-i-shumā-Ba Khuda sipurdam.
Visitor.—(Khidmat-i-Shumā kāre ham dāram-Amre salāh talb-ast. ‖	Iltifát-i-shumā kam na shavad."

To these remarks Dr. Leitner wishes to add that the use of "anderun" for the preposition "in" tends to confound it with the ordinary acceptation of the word of being the interior of a household or "the Harem". He is supported by Major St. John in thinking that "Dák" is never used in Persia for "Chapar"; that "chabutra" for "mastaba" is unknown; that "Jenáb" is not used in Persia, where the address is "Sarkar"; that "Dehat" for Déhát is a vicious pronunciation; that "sar-i jangal" does not mean "at the head of the jungle" but "at the jungle"; that "az man" for "mine" is pedantic, "mal-i-man" being the ordinary expression; that to express the arrival of a person by stages, the Persians say "Kafila" and not as the Text-book "manzil ba-manzil"; that "Dewan" for Dálándar or "Kapuji" is unknown; that a Persian would laugh at "dar kisa barguzár" for "put it in the bag" which he would express by "tu-i kisa bakun"; &c., &c. As for pronunciation there is no reason, if mordern Persian is to be taught at all, why the best pronunciation of Persian, that of Shiráz or Isfahan, should not be adopted.

II.—Abstract of a Report to Dr. Leitner by Lala Mulraj, m. a., &c., &c., on the classification of studies in the Punjab.

To judge the nature of text-books it is necessary to know the end in view of Government, to have an idea of the condition and wants of the people and the machinery set in motion by the Government, and to find out distinctly in what the failure consists which necessitates change.

The text-books alone are not to be blamed: there are indeed defects in them, but at the same time there are other causes more potent which retard the progress of education.

Education, as Spencer says, should teach us to live completely. The object of education ought to be to make us better in health, and in our family, social and political relations than we otherwise would be. Education should, therefore, be

* This is rarely heard, and "Kochak" should be "Kuchuk".

† Should be "mudded tashrîf avardîd" or "dir tashrî avardîd".

‡ "Ham" is not used in modern Persian in this way; nor is "daulatkhana" used for "house" or at all.

§ A Persian would say "ba-in zudi".

‖ A Persian would say "man-ham karé darem".

diffused in the whole community, for it is very much more uncomfortable to be an educated member of an uneducated community than an uneducated member of an uneducated community.

Now we find that, *firstly*, Indian Government education has injured the health of those who have partaken of it. *Secondly*, the education in schools is defective; much valuable time is lost in learning useless subjects. *Thirdly*, it has not been diffused among the masses. *Fourthly*, by generating a dislike for manual work and fostering a morbid desire for Government service, it has tended to make thousands of families poor *Fifthly*, the education of even the highly educated in our colleges is defective, for the system of education has not been moulded after the most advanced ideas.

To consider the first drawback, it requires no proof that the health of natives who have been brought under the influence of our system of education has deteriorated. True, the Government has introduced here and there cricket and gymnastics in the higher schools and colleges. But the influence of these is inappreciable. Gymnastic exercises have not been introduced into all the schools and colleges, and where these have been brought into use it is not all or the majority of the students who take to them.

The following may be considered the causes of this mischief so far as they concern the system of education: (1) Too much sedentary work in early years; (2) the Laws of health not being impressed in the minds of the students systematically; (3) laws of health and necessity of exercise are not taught to the teachers.

Lower schools are required by the scheme to teach for five hours a day which is very hard on boys of a tender age varying between seven and nine. Besides, they have also to prepare their lessons at home.

This hard sedentary work at a tender age enfeebles the bodies of the students. The number of hours of daily attendance should be reduced from five to four; and to enable the students to learn the period of education in the lower schools should be increased from two to three years, which will be shown to be necessary from another point of view also.

In summer it is specially hard for children to walk to their homes at 11 A. M. under the burning sun, perspiring and hungry. The lessons should be of such a nature as to require the least possible time at home to prepare. The hours of daily attendance could be even more reduced, if the complicated and perplexing Persian characters were replaced by the simple Devanágri characters.

Besides this hard sedentary work the children are kept ignorant of the simplest laws of health.

The people generally hold that the less a boy is disposed to bodily activity the better he is. The boys unused to take exercise in early years dislike it, and think it a waste of time when they grow up. The grown-up Europeans taking exercise is a novel phenomenon to the natives. This general dislike to active exercise can only be removed by the introduction of books treating of the laws of health even in the lower schools.

The teachers also should be taught the elementary laws of health. Thus it becomes necessary to reform the system of education in the normal schools. The teachers also should be made to take exercise, so that the idea of physical exercise being fit for the lower classes only be removed.

If the above steps be taken, it is hoped that we should soon find educated men of a healthy constitution and sound mind.

The second great drawback is that the education in schools is defective, and that useless subjects are taught. Every care is taken here to make the system confused by the multiplicity of languages. In the second year of a boy's educational career Persian is introduced; in the third English is added to the confusion of vernacular and Persian. To make the case worse the boy is then induced to select either Arabic or Sanskrit. So that in the third year of his life a boy has to study *four distinct* languages—English, Urdu, Persian and Sanskrit or Arabic—to which *ought* also to be added his own mother-tongue, the Punjabi, which is quite distinct from what is called the vernacular, viz., Urdu.

If to study many languages has any benefit, it is not at the age of 10 or 11. The Oriental classics have their use, but they should be confined to their proper sphere, the college.

There seems to be no other reason for the attention paid from the very beginning to Persian than that the Director, Major Holroyd, is a distinguished Persian scholar. It is not the court language, the language of our rulers or the language of the country. Let it die with those conquerors who spoke it.

Much valuable time is lost in the study of the Oriental classics; if these be confined to the college, the time thus saved could be well employed in teaching the elementary laws of health and the phenomena of the world around us.

There cannot be a better thing than the study of science to give a fatal blow to superstition. Hence I suggest a fifth subject in the Entrance Examination—the knowledge of the elementary laws and phenomena of health, and the material world; then there would be no necessity for excluding Physical Geography from the Entrance Examination as has been proposed by Rai Rajendra Lal Mittra.

A sound knowledge of the vernacular is not imparted in the schools. This is due to the option sanctioned by the Calcutta University of taking up a classical language instead of the vernacular. The student's own vernacular should be made compulsory. Those students who go up for the Entrance, and intend to prosecute their studies further, choose a classic rather than a vernacular, to have less trouble with their classical language in the college. The educated natives do not know the vernacular thoroughly; consequently good books have not yet been written in the vernacular.

Another failure is that the education has not affected the masses. Those who are educated have a morbid liking for Government service, and hate every other work except using the pen. Sons of rich merchants when educated leave their profession for a clerkship of Rs. 30 or 40. This is making the country poor.

This feeling existed in India before, but the present system of education has increased it, instead of suppressing it, as it should have done.

The educational system has continued to cherish the unhealthy longing after service. The Government in taking steps for educating the people has ignored the condition of the country. Philanthropists have come forward with schemes of combining with education the instruction of the mechanical and æsthetic arts. They deserve our gratitude, but we pity them for having been carried away by their proposals out of the reality of things.

The poor parents cannot spare the labour of a boy in order to send him altogether to the school as the present scheme requires. After being in school for five or six hours the boy can give no assistance to the poor parents. Therefore they keep their boys away from the school, and the result is that education cannot be diffused among the masses. The remedy is that the time of attendance in the lower schools should be lessened, and that every facility should be given to casual students. The classics should be excluded, and the term of years extended from two to three in the lower schools and those characters adopted which would be best suited to teach in the shortest possible time.

The hankering after appointments and the dislike for manual and other work would be greatly reduced if along with their education the boys would continue to follow the callings of their parents. The present system of education being all absorbing from the very beginning allows the boys no time to help their fathers in their work. Thus, after being educated, they begin to dislike their trade. Even those who are willing have not the requisite experience for the work; the only alternative left is to seek an employment which they do. The demand not being great, the market is overstocked. Poverty and misery naturally follow. Undoubtedly, an educational system which is not according to the wants of the country is responsible for all this.

To remedy this, make education, at least primary education, not all-engrossing. Schools for teaching both arts and letters together will not do. Can all the trades of a country be taught in a school? If not, why are the handicrafts of a carpenter and a blacksmith alone to be taught? Take the case of a village. Is it possible in every village, which has a school, to attach a model farm to it? Apart from

financial difficulties the introduction of model farms would do no good. The people are poor, they would not be able to buy the costly instruments. Such improvements will only be adopted gradually as the country grows richer.

The Government has taken no steps to encourage knowledge amongst the working classes. It has adopted characters for the so-called vernacular, which only increase the difficulty of imparting knowledge through them.

The redundancy of the Persian characters, the varying curves of the letters, the changes in form which the letters undergo in being combined into words, make them unfit for the diffusion of knowledge [*vide* Dr. Leitner's proposal to simplify the Persian characters, which might remove the above objections].

The diffusion of learning would be greatly helped by the adoption of the philosophical and simple Devanagri characters: they are easily learnt and easily read. The predominance of the perpendicular and horizontal strokes in the Devanagri alphabet makes their writing legible and beautifully simple. The difficulty of writing fast in these characters is greatly exaggerated.

If knowledge is to be diffused, the road to it should be made less difficult. Here I would suggest that the Devanagri characters should be adopted throughout India. Why should the Punjabis, Bengalis, Mahrattas and Guzeratis not discard their characters for the original Devanagri from which they have all been distorted ? [Lala Mulraj goes too far both in the above suggestion and in his opposition to characters which are deemed to be sacred by Muhammadans.]

I propose to extend the number of years in the lower schools from two to three and to decrease the number of years in the middle school from four to three, thus dividing the school-life of a boy into three equal portions of three years each. Much time now elapses between the lower and the middle school examinations ; this would be remedied. The students will acquire a mastery of the vernacular before they begin English. The classics should be entirely excluded from the schools. There is another difficulty. The boys have now to pass the lower school at the age of 9 ; middle schools do not exist everywhere ; and the parents cannot part with the boys at the age of 9. Therefore, it would be proper to make three classes in the lower schools ; then the boys would pass at 10. The amount of study prescribed for the lower schools is not dictated by principle but by caprice. If a boy discontinues his study after passing the lower school examination, he can acquire no benefit from what he has read. His vernacular would be of no use to him, and his Persian would only serve to puzzle him all the more. The schools where Mahajni and Lande are taught are exceptions to the above, for there boys learn as much arithmetic as is required in their business ; but this only applies to the banking classes.

The amount of study in the lower schools should be fixed on the principle that it should be of use to the students in their life even if they do not prosecute their studies further. Therefore the vernacular should be nearly mastered in the lower schools. The vernacular books taught in the lower schools should contain popular essays on historical subjects—Arithmetic up to the Rule-of-Three and Geography (including a general knowledge of the world and a particular knowledge of India and of the Punjab), and a popular knowledge of the elementary laws and phenomena of health and the world. This amount of knowledge can be taught in three years.

To diffuse education in the masses schools specially adapted for grown-up working people should be established in towns and villages. Encouragement should be specially given to the working classes by granting some local precedence to those who have passed the lower and middle school, &c., examinations among them. The text-books should be so written as to have a tendency to make the people love and take to the mechanical arts.

About the fifth failure of education it is unnecessary to point out the defects in college education, for the Committee has decided not to interfere with the matters under the control of the Universities.

The best way of getting good books in the vernacular would be to publish in the Government gazettes a list of the subjects on which books are required, with the reward to be given to the authors. A committee composed of persons really qualified to pronounce opinions on the books should examine the works submitted to it for opinion. Of course the committee will be divided into several sub-committees according to the number of subjects. Each member should give his opinion independently on the merits of the books. The reward should be given to him who secures the majority of votes. But the publication of the rejected works should not be hindered.

Proposed scheme of studies for District Schools (if the Devanagri characters are adopted).

Subject.	Text-books.	Number of hours per week.	REMARKS.
	LOWER SCHOOL.		
	1ST CLASS—1 YEAR.		
Hindustani Reading ...	.....	6	The lower schools to teach for three hours daily.
Writing	Copies	6	Subjects for the lower school examination: (1) Hindustani; (2) Arithmetic up to Rule-of-Three; (3) Geography (general knowledge of the world and particular knowledge of India and the Punjab); (4) a popular knowledge of the elementary laws and phenomena of health and the material world.
Arithmetic	.....	6	
	2ND CLASS—1 YEAR.		
Hindustani Reading and Grammar.	.....	6	In preparing new Hindustani books or in modifying the old, the following points to be kept in view:
Writing	Copies and dictation ...	4	(1)—Historical essays should be introduced into books meant for the second and the third classes.
Arithmetic	.....	6	(2)—Examples and precepts should be interspersed to induce people to follow mechanical occupations and trades.
Geography	Maps of the Punjab and India.	2	
	3RD CLASS—1 YEAR.		
Hindustani Reading and Grammar and copies and dictation.	.....	7	
Arithmetic	.....	6	
Geography	A general knowledge of the geography of the world and revision of India and Punjab.	2	
A popular knowledge of the very elementary laws and phenomena of health and the material world.	.....	3	
	MIDDLE SCHOOL.		
	4TH CLASS—1 YEAR.		
English	How to speak and write English, Part I.	9	The 4th class will teach 24 hours per week. The 5th and the 6th classes 27 hours per week.
Writing	Writing copies ...	5	Subjects for the middle school examination to be the same as those at present, with the addition of a fuller knowledge than that required in the lower school examination of the elementary laws and phenomena of health and the material world.
Arithmetic	.....	5	
Geography	.....	2	
Hindustani	Reading, copies and dictation.	3	The First, Second and Third English Readers deserve to be thrown out of the course of study at once. The Native students do not and cannot take any interest in most of the subjects of which they treat, and they contain very hard words which even the teachers do not understand.
	5TH CLASS—1 YEAR.		
English	.....	9	The *Waqiat-i-Hind* should be re-written, special attention being paid to the Hindu period.
	Writing copies ...	3	The *Miftah-ul-Arz* does not give a sufficient knowledge of geography. A better book should be written.
	How to speak and write English, Part I., with translation, &c.	3	
Arithmetic	.....	4	
Geography	.....	1½	
History of India ...	.....	1½	

Subject.	Text-books.	Number of hours per week.	REMARKS.
	MIDDLE SCHOOL,—concld.		
	5TH CLASS—1 YEAR,—concld.		
Hindustani	.....	3	
A popular knowledge of the elementary laws and phenomena of health and the material world.	.....	2	
	6TH CLASS—1 YEAR.		
English	.....	9	
	Writing copies ...	2	
	Translation	4	
Arithmetic	Revision	4	
Geography	.....	1½	
History of India ...	.....	1½	
Hindustani	.....	3	
A popular knowledge of the elementary laws and phenomena of health and the material world.	.....	2	
	UPPER SCHOOL.		
	7TH CLASS—1 YEAR.		
English	.....	9	The upper school to teach for 30 hours per week.
Mathematics	.....	9	Subjects for the Entrance Examination: (1) English; (2) Mathematics; (3) History of India and England, Geography, general and physical; (4) Hindustani; (5) elementary laws and phenomena of health and the material world.
General knowledge ...	.....	6	
Hindustani	.....	3	
Elementary laws and phenomena of health and the material world.	.....	3	In Hindustani knowledge of the old writers in the language as Tulsidas, Kabir, Surdas, &c., also should be required. A thorough and vast knowledge of Hindustani should be required in the Entrance Examination.
	8TH CLASS—1 YEAR.		Better text-books in the History of England and India should be substituted.
English	.....	9	No changes proposed in the text-books in English, Mathematics and Geography.
Mathematics	.....	9	
General knowledge ...	.....	6	
Hindustani	.....	3	
Elementary laws and phenomena of health and the material world.	.....	3	
	9TH CLASS—1 YEAR.		
English	.....	9	
Mathematics	.....	9	
General knowledge ...	.....	6	
Hindustani	.....	3	
Elementary laws and phenomena of health and the material world.	.....	3	

III.—Sanskrit and Hindi text-books.

Dated Lahore, the 3rd June 1877.

From—Pundit Guru Parshad.
To—Dr. G. W. Leitner.

I have the honour to send herewith an account of, together with my opinion on, Sanskrit and Hindí books.

In addition to the Hindí books which I recommended in my last letter as being worth introducing in the educational course, I should name another book, the *Sat Sayá* by *Bihárí*, which is useful to those students of Hindí who wish to obtain a perfect acquaintance with that language.

Opinion on, and description of, the books given in the general list of my last letter.

No.	Names of the books.	Initials of the four Universities				Descriptions.	Remarks.	Opinion.
1	Panch Tantar ...	...	...	B.	M	This is the well known fable in which morals are taught through the stories of beasts and birds. It is an old book and is out of use. Two other books, Hitoupdes and Rijupath, are now taught in its place. These two books are themselves extracted with some additions from it.	... ..	It is not worth introducing into the educational course.
2	Ramáyin by Bálmíkí ..	P.	...	B	...	This is the famous book illustrating the life and exploits of Ráma. It is numbered among the Puránas. It is the oldest poem in Hindu literature. Its author holds the highest position in Sanskrit literature which Homer occupies in Greek.	In Madras and Bombay Universities some parts are taught. But in our Punjab University it is taught in its entirety.	Most useful and interesting for Native students. Therefore worth being taught.
3	Hitoupdes ...	P.	...	B.	M.	This is mentioned in the first number. It is a most popular book.	.....	Worth introducing in the educational course.
4	Kumar Sumbhav ...	P.	C.	B.	M.	This poem describes the marriage of *Shed* with *Pdrvati*, and the birth of their son *Sudm Kartik*, the Commander-in-Chief of the troops of Gods.	... ..	It is worth being taught in colleges and schools.
5	Raghu Vansa ...	P.	C.	B	M.	This is a historical poem illustrating the lives of the Kings of the solar race from *Kakútsthtra* down to *Agnivarnd*.	.....	It is most useful for the students, and worth being taught.
6	Bhátti Kávya ...	...	C.	...	M.	This is a poem relating the lives of *Dasrath* and his son *Rdma* through grammatical illustrations.	It was first taught in our college, but since we got other better grammars we have excluded it.	It is not worth introducing in the educational course wherever the study of grammar is regular
7	Mudrá Rákhshis ...	...	...	...	B.	M.	A drama composed by *Vudkha Dutt*. It treats on political arts and stratagem	It is useless in colleges and schools, since other better books (dramas) are available.	It is not worth introducing in the educational course.
8	Shakuntalá ...	P.	C.	B.	M.	The most beautiful drama by Kalidás.	It is most useful for middle and higher classes.	Worth being taught in colleges and schools.

No.	Names of the books.	Initials of the four Universities.				Descriptions.	Remarks.	Opinion.
9	Kirat ...	...	C.	B.	M.	A poem by Bhární giving an account of a battle.	Its language is stiff, and it is very little read.	Not worth introducing in the educational course where Shishupálvadh, &c., are taught.
10	Bir Chárit ...	...	C.	B.	M.	Poems by Bhan Bhátt. Both relate to the life of *Ráma*. The former the earlier and the latter the later parts of his life.	As we have got the Ramayán which itself gives a most vivid and full account of his life, we have not introduced these poems in our college.	Interesting for readers and worth being taught.
11	Utter Chárit ...							
12	Megh Dút ...	...	C.	B.	M.	A poem by Kálidás ...	It is not so excellent a piece as others of the same author.	Fit for teaching in the lower classes.
13	Nalo-Pákhíyán ...	...	...	...	M.	An episode in Máhábharat giving an account of *Nal's* love.	We do not care for it, since we have got (Niyishad Kavya) in our college course.	
14	Málví Kágní Mittreh ...	...	...	B.	M.	Drama by Kálidás ...	An inferior sort of drama ...	Not worth introducing in the educational course.
15	Shishupálvadh ...	P.	...	B.	M.	A poem by Mágh about *Krishna*.	A most excellent piece possessing several good qualities.	Worth being taught in the colleges and schools.
16	Bickermorevasí ...	...	C.	B.	M.	A drama by *Kálidás* ...	Does not stand comparison with other better pieces by the same author.	Not worth teaching to the students.
17	Rig Veda ...	P.	C.	B.	M.	The most ancient and first Hindú religious books.	Display the Sanskrit language in its primary state.	Should be compulsorily introduced in the educational course for Natives.
18	Jazur Veda, white	P.	...	...	...			
19	Ditto black							
20	Sham Veda ...							
21	Manú Smríti ...	P.	...	...	...	Religious rites and Hindú laws are taught in them.	No. 22 has got a most popular commentary called *Mitakshará*, but in order to learn it well a previous knowledge of that book (No. 22) is required. No. 23 is a prose work. No. 24 is appropriate to this age called *Kalizag*.	If the four cannot be introduced, two of them (Manu and Prásar) are most necessary to be taught in the colleges and schools.
22	Yajnavalkya ... (Smritis.)	P.	...	...	...			
23	Goutam ... (Smritis.)							
24	Prásar ... (Smritis.)							
25	Mrich Kalik ...	P.	C.	...	M.	It is one of the oldest dramatical compositions available in these days. (By Shúdrik.)	Its descriptions are natural and simple.	It is useful for the students.
26	Vedánt Sár ...	P.	...	B.	M.	It is an introduction to Vedánt philosophy.	Those who wish to acquire Vedantic learning should learn this first.	Should be introduced in the colleges and schools for the lower classes.
27	Rijú Páth ...	P.	C.	...	...	It is a selection by Isher Chunder Vedeyaságar.	.....	It is useful for beginners.
28	Das Kumár Charit ...	P.	C.	B.	...	It is a prose composition by *Dandin*, one of the celebrated Sanskrit poets.	Its language is most excellent, and style is good.	Most useful for the students of the colleges and schools.
29	Nayishad ...	P.	C.	B.	...	A poem by Shire Hurash. It describes the life of *Nal*.	.....	Useful for the higher classes.
30	Vidhánt Sútar ...	P.	C.	B.	...	An aphorism on the principles of Vedant philosophy. (By Bías.)	It is useful to acquire a critical knowledge of that philosophy.	Worth being introduced in the educational course.
31	Kanya Parkás ...	P.	C.	...	...	A Rhetoric by *Mammat Bhatt*.	Its language is difficult ...	Suitable for the higher classes.
32	Bhásha Prishad with Muktánli.	P.	C.	B.	..	It is a first book on the principles of logic.	.....	Useful for the lower classes.
33	Sánkhyá Tatwú Komdí	P.	C.	...	...	It is a small but most useful book containing the purport of Sánkhyá philosophy.	.....	Worth being taught to the students of philosophy.
34	Sidhánt Komdi ...	P.	C.	B.	...	A complete grammar of the Sanskrit language by Bhuttáchaji Dikshet on Paínini authority.	.....	Useful for the upper classes.
35	Lughú Komdí ...	P.	...	...	...	A grammar by *Bardurdj* ...	An extract of Paínini grammar	Useful for the lower classes.
36	Shúttvadh ...	P.	...	...	...	A prosody	.....	For the lower classes only.
37	Baíní Sanghúr ...	P.	...	...	...	A drama of the nature of a heroic poem by Bhátt Nárain.	.....	Useful for middle classes.
38	Kavya Dipiká ...	P.	...	...	...	A Rhetoric by Kanti Chander Bhattácharji.	.....	It is useful for lower classes only.

No.	Names of the books.	Initials of the four Universities.				Descriptions.	Remarks.	Opinion.
39	Nít Shatak ...	...	...	B.	...	A book of morals by Bharthri Hari.	.....	A useful book for instruction.
40	Vayí Bág Shatak ...	...	...	B.	...	A peom of 160 verses by Bharthri Hari.	It relates the advantages of the retirement (from the world).	Not worth introducing in the educational course.
41	Chandkow shak Nátik	...	...	B.	...	Dramatical compositions ...	Not very interesting ...	Not worth teaching in the colleges.
42	Nághú Nund ...							
43	Kark Sanghrah ...	P.	...	B.	...	A small introductory treatise on logic by Anam Bhatt.	.....	Useful for the lower classes.
44	Kúdombarí ...	...	...	B.	...	A highly praised prose composition in Sanskrit by Ban Bhatt.	We had it before, but as there is *Das Kumár* here in our college, that book (No. 44) was thought to be superfluous, and therefore excluded. We have, however, introduced in its place another book called *Dáru Datta*.	It is useful for the students, and worth being taught.
45	Málaté Máhdo ...	...	...	B.	...	A drama by Bán Bhatt ...	It is a good book but inferior in merit to Sakuntala (No. 8.)	Not worth teaching to the students of the upper classes.
46	Ratnáulé ...	...	...	B.	...	A drama by Sirí Harash ...	Not an interesting book ...	Therefore not worth teaching in colleges.
47	Báso Datta ...	P.	...	B.	...	A small prose work by Sabandú, edited by Dr. Hall.	It possesses the excellence, that its every word gives two different yet appropriate meanings	It is useful for higher classes.
48	Yaska Narukat ...	...	...	B.	...	A glossary of Vedas by Yásak Múní.	It is merely a complementary book to the Vedas.	Therefore it should not be introduced as a separate book in the educational course.
49	Din Karé ...	...	...	B.	...	It is a commentary on Muktáuli (a logic by Dinkar Pundit).	It is superfluous when Muktáuli is taught, and when a better book (Jagdésc) can be easily learned.	Not worth teaching in the colleges or schools.
50	Mitakhashra ...	P.	...	B.	...	A commentary on Yajnavalkya by Vijnanesuar Bhatt.	It is a most popular law book in these Provinces.	Should be introduced in the law classes.
51	Bhubar Mazúk ...	...	...	B.	...	A law book	Not in use. Bombay University has adopted this book by mistake (if I be allowed to say so), for it is rather appropriate to these Provinces than to the Dakan.	Therefore need not be introduced in the educational course.
52	Bír Mitter Udch ...	...	...	B.	...	Another law book	A most popular book, standing on an equality with *Mitakshira*	Should be taught in the law classes.
53	Lághu Shanad Indu Shekhar.	...	...	B.	...	A critical commentary on *Komadé* (grammar).	It is useful for debate on grammatical subjects.	Not worth a place in an University course.
54	Paribháshá Indu Shekhar.	...	...	B.	...	A collection of (grammatical) principles extracted from the grammatical rules.	Useful to debate upon and explain grammatical subjects.	Not worth a place in an educational course.
55	Brit Rutnákár ...	P.	...	...	...	A prosody by Kedár ...	A complete book ...	Useful for the higher classes.
56	Sahit Darpan ...	P.	...	...	...	A Rhetoric by Vishen Náth Poet.	It treats fully on the subject, and its style is easy.	Worth teaching in the colleges and schools.
57	Patanjal Sútal with Briti.	P.	...	...	...	An aphorism on Yag philosophy by Patanjala.	.....	It is most useful, and worth introducing in the educational course.
58	Arith Sangaesh ...	P.	...	...	...	An introductory treatise (by Logákshé) on Memánsi philosophy.	.....	Very useful for the students of that philosophy.
59	Prakrit Prakás ...	P.	...	...	...	A grammar of Prákrit Bhásheá by Bar Ruché.	It gives Sanskrit derivations also.	Useful for the students of the Prákrit language, and also for those who study the drama (for in dramatical composition half or almost half the subject is written in Prákrit Bhásheá).
60	Das Rúp ...	P.	...	...	...	A drama by Dhanan Jay ...	.....	Useful for higher classes.
61	Dikátibadh ...	P.	...	...	...	A logical treatise by Jogdish.	A popular book ...	Useful for higher classes.
62	Niyá Sútar with Briti...	P.	...	...	...	An aphorism on Niyá (Logical School) philosophy by *Goutam*.	Useful to give an outline of logic as prevailed in ancient times.	Worth being taught in the colleges.
63	Bashaishak Sutra ...	P.	...	...	...	An aphorism on Bashshik (Logical School) philosophy by *Kanád Dat*.	.....	Useful for the higher classes.

No.	Names of the books.	Initials of the four Universities.	Descriptions.	Remarks.	Opinion.
64	Sánkhyá Sútar ...	P	An aphorism on Sánkhyá philosophy, by Kápilá Muni, with commentary, by Bijnan Bhikshu.	.....	Useful for the higher classes.
65	Pátanjal Sútar Bhás ...	P	A commentary on No. 57 by Shankráchárjyá.	A complete book ...	Useful for the students of Yag philosophy.
66	Shánti Purab ...	P	A part of Máhábharat	Gives instruction on moral and philosophical subjects.	Useful for the students.
67	Sásurt	P	Medical treatises on different subjects, such as Materia Medica, Anatomy, &c.	.....	Most useful for Vedak classes. [Hindú physicians.]
68	Charika				
69	Bhág Bhátt				
70	Sidhánt Siromní ...	P	A treatise on astronomical subjects, by Bháshku Chárjyá.	.....	Useful for mathematical higher classes only.

List of Hindí books with opinion on, and description of, them.

No.	Names of books.	Descriptions.	Remarks.	Opinion.
1	Sarol Biyákuran, P. ...	A Sanskrit Grammar explained and treated in Hindi.	Useful for those who, having acquired some acquaintance with Hindi, wish to study the Sanskrit language.	Useful for the students of the English departments and Hindi classes.
2	Tulsé Karit Rámáyan	Describing the life and exploits of Ráma.	.....	Worth adopting in the educational course.
3	Praim Ságar ...	It is a translation of 10th Section of Bhágvot.	A popular book	Worth teaching to the beginners of Hindi.
4	Rájnit	Rules for the guidance of the kings, &c., edited by Dr. Hall.	A common Hindi book ...	Useful for lower classes.
5	Baital Pachísé ...	A story	.....	Worth reading by beginners
6	Bháshá Tatwabodhní	Grammars	.....	Useful for beginners.
7	Bhásha Chunderudeh			

List of the Sanskrit books which are used in each of the four Universities of India separately.

P denotes Punjab University.	B denotes Bombay University.
C denotes Calcutta University.	M denotes Madras University.

Universities.	Names of the numbers of the books given in other list that are used in four Universities separately.
In P only	18, 19, 20, 21, 22, 23, 24, 35, 36, 37, 38, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70.
In C only	
In B only	39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 51, 52, 53, 54.
In M only	13.

I ATTACH herewith two lists of Sanskrit text-books—

The one contains such books as are separately used in the four Universities of India, but the other, in which those books which are common to more than one University are omitted, is a general list of all the text-books for the whole of India.

There are one hundred and twenty-two books in the former and seventy-four in the latter; fifty-one, which were common have been omitted.

These text-books are among the best Sanskrit books, but there are two amongst them that should be excluded.

The one *Chanda Kausika Nátak* (an epic poem) is not so useful to students that it ought to be introduced in University examinations.

The other *Bairagya Satak* (treating of the vanity of worldly pursuits, and recommending its readers to become faqirs) is not worth reading in the colleges or schools.

Some poetical books, such as *Magh, Kirat, Raghúvansa,* are published with commentaries.

These commentaries are quite useless and wearisome to their reader.

It would be better if those books were published with explanatory notes only.

There are three *Sanskrit* books that should be introduced in the higher examinations, such as the Honor in Arts or in the Shastrí examinations.

They are—

(*I.*) *Rághav Pandaviyá.*—This is a poem which gives an account simultaneously of both the Rámáyana and Mahábhárata.

(*II.*) *Sikshá, by Pániní, &c.*—Admirable for the orthography and etymology of Sanskrit Grammar.

(*III.*) *Champú Kávya, Mahábhárata or Rámáyana.*—Both in prose and poetry.

I have also given a list of Hindí text-books that are considered by others to be the best books for the examinations.

I also think them so, but would add the *Pingal* (rules of poetry).

There is a book *Chhand Bodh* (rules of Sanskrit and Hindí prosody in Hindí), by Rikhikesh Bhattacharya, lately published under the auspices of the Punjab University, which is worth introducing in the University examinations.

As regards new Hindí books that should be published, I should recommend the series which is being translated in our college on chemistry, geology, &c.

LIST OF SANSKRIT BOOKS.

The following books are text-books under the auspices of the four Universities of India.

The Punjab University has the following :

1 Laghú Kaumudí.
2 Saral Viyákaran.
3 Shruta Bodh.
4 Raghúvansa.
5 Kumára Sambhava.
6 Hitopadesa.
7 Venisanhara.
8 Kávya Dipika.
9 Karikavalí.
10 Siddhantá Kaumudí.
11 Vritta Ratnakar.
12 Dasa Kumára Charita.
13 Mágh.
14 Sakuntalá.
15 Sahitya Darpana.
16 Manú Smrití.
17 Yajnavalkya } Smrití.
18 Gautama }
19 Parásar Smrití.
20 Tattwa Kaumudí.
21 Siddhánta Muktavalí.
22 Pátanjal Sútra Vrittí.
23 Vedantsar.
24 Artha Sangraha.
25 Prakrita Prakása.
26 Kávya Prakas.
27 Dasa Rupa.
28 Naishadha Charita.
29 Vásavdattá.
30 Mrichhakatika.
31 Vyápti Váda, by Jagadisa.
32 Nyáyá Sútra Vrittí.
33 Vaíseshika Sútra with commentary.
34 Sankhya Sútra with Pravachana-bháshya.
35 Pátanjala Sútra Bháshya.

36 Vedánta Sútra Bháshya.
37 Purána, Shantí Parba of Mahábhárata.
38 Válmiki Rámáyana.
39 Susruta.
40 Charaka.
41 Bágbhatta.
42 Siddhantá Síromaní.
43 Mítáksharâ.
44 Ríg Veda Sanhitá, first four Adhyayas.
45 Shukla Yajurveda.
46 Samveda.*

Calcutta University Sanskrit Text-books.

47 Riju Pâtha, i.
48 Kumár Sambhava, ii.
49 Uttar Râm Charita, iii.
50 Raghúvansa, iv.
51 Sakuntalá, v.
52 Meghdúta, vi.
53 Bhatti Káviya, vii.
54 Bír Charita, viii.
55 Mrichhakatika, ix.
56 Dasa Kumár Charita, x.
57 Nishadha, xi.
58 Kirát, xii.
59 Vedanta Sútra, xiii., with Sankar Bháshya.
60 Ríg Veda Sanhitá, xiv., 1st Astak.
61 Kávya Prakás, xv.
62 Bhashá Paríchhed, xvi., with Muktávali.
63 Sáhkhya Tattwa, xvii., Kaumudí.
64 Siddhánta Kaumudí.†

Madras University Sanskrit Text-books.

65 Pancha Tantra, i.
66 Rámáyana, ii.
67 Hitopadesa, iii.
68 Kumár Sambhava, iv.
69 Raghuvanst, v.
70 Bhattí Kávya, vi.
71 Mudra Rakshas, vii.
72 Sakuntalá, viii.
73 Kirát, ix.
74 Bir Charita, x.
75 Uttar Charita, xi.
76 Megh Dúta, xii.
77 Nalopakhyan, xiii.
78 Malavikagní Mittra, xiv.
79 Mágha, xv.
80 Bikramorbashi, xvi.
81 Ríg Veda, xvii.
82 Manu Smrítí, xviii.
83 Mrichhakatika, xix.
84 Vedant Sár, xx.

Bombay University Sanskrit Text-books.

85 Sakuntalá, i.
86 Raghúvansa, ii.
87 Rámáyana, iii.
88 Pancha Tantra, iv.
89 Bikramorbashi, v.
90 Nití Sátaka, vi.
91 Chanda Kausika, vii. ‡
92 Kumár Sambhava, viii.
93 Hitopadesa, ix.
94 Nágá Nanda, x.
95 Bairágya Sátaka, xi.
96 Mudra Rakshas, xii.
97 Kirát, xiii.
98 Dasa Kumár, xiv.
99 Tarka Sangraha, xv.
100 Bir Charita, xvi.
101 Uttar Charita, xvii.
102 Naishadha, xviii.
103 Kádambarí, xix.
104 Málatí Madhava, xx.
105 Megh Dúta, xxi.
106 Mágha, xxii.
107 Ratnavalí, xxiii.
108 Malavíkagni Mittra, xxiv.
109 Basavdattá, xxv.
110 Rigveda, xxvi.
111 Yasknirukta, xxvii.
112 Tarka Sangraha with Dipiká, xxviii.
113 Muktavalí, xxix.
114 Dinkarí, xxx.
115 Mitaksara, xxxi.
116 Byabahár Mayúkh, xxxii.
117 Bír Mittrodaya, xxxiii.
118 Siddhanta Kaumudí, xxxiv.
119 Laghu Sabdendu Sekhar, xxxv.
120 Parí Bhashendu Sekhar, xxxvi.
121 Vedanta Sár, xxxvii.
122 Sarírak Bhashya, xxxviii.

Out of these I exclude those that are common to more than one University; the remaining ones are as follows:

1 Pancha Tantra.
2 Rámáyana, Bálmíkí.
3 Hitopadesa.
4 Kumára Sambhava.
5 Raghúvansa.
6 Bhatti Kávya.

* The "Chintamoni" seems to have been omitted by mistake.

† The "Upakraminíka" seems to have been omitted by mistake.

‡ "Malavikagnimitr" is in the Bombay Calendar for 1874-75 instead of this.

7 Mudrá Rakshash.
8 Sakuntalá.
9 Kirátárjuníya.
10 Bír Charita.
11 Uttar Charita.
12 Megh Dúta.
13 Nalopakhyán.
14 Malavikagní Mittra.
15 Mágh Kávya.
16 Bikramorbashi.
17 Ríg Veda.
18 Yajur Veda, both Sukla *and* Krishna.
19 Sám Veda.
20 Manu Smrítí.
21 Yajnavalkya Smrítí.
22 Gautama Smrítí.
23 Parásar Smrítí.
24 Mrichhakatika.
25 Vedanta Sár.
26 Ríjupáth.
27 Kumár Sambhava.
28 Bhatti Kávya.
29 Dasa Kumar Charita.
30 Naishadha.
31 Vedanta Sútra with Sankar Bhashya.
32 Kávya Prakás.
33 Bhasha Parichhed with Muktavalí.
34 Sankhya Tattwa Kaumudí.
35 Siddhant Kaumudí.
36 Laghu Kaumudí.
37 Sruta Bodh.
38 Benî Sanár.
39 Kávya Dipika.
40 Níti Sátaka.
41 Bairágya Sátak.
42 Chanda Kausik Nátak.
43 Nagá Nand.
44 Tarka Sangraha Dipika.
45 Kádambarí.
46 Malatí Madhav.
47 Ratnávalí.
48 Básav Dattá.
49 Yaska Nirukta.
50 Din Karí.
51 Mitakshará.
52 Byabahar Mayúkha.
53 Bir Mittrodaya.
54 Laghu Sabdendue Sekhar.
55 Pari Bhashendu Sekhar.
56 Sarírak Bhashya.
57 Britta Ratnakar.
58 Sahitya Darpan.
59 Pátanjal Sútra.
60 Artha Sangraha Mímánsha.
61 Prakrit Prakása.
62 Dasa Rupak.
63 Vyáptivád, by Jagadís.
64 Nyá Sútra Brittí.
65 Baisesik Sútra Brittí.
66 Sankhya Sútra Brittí.
67 Patanjal Sútra Brittí.
68 Bharat Santi Parba.
69 Shusruta.
70 Charak.
71 Bágbata.
72 Siddhánta Siromaní.
73 Saral Byákaran (Sanskrit Grammar in Hindí).
74 Upakramaníka (ditto ditto).

Hindi Text-books.

I. Tulsí-krit Rámáyana.
II. Prem Ságar.
III. Rájnítí.
IV. Selections by Raja Shiva Parshad.

APPENDIX IX—(12.)

IV.—List of Books in the Gurmukhi characters.

(The following and other lists, as well as a memorandum on the Punjabi language and a map of the distribution of languages throughout India, are submitted by Dr. Leitner with the view of showing whether any, and if so what, material exists in the Punjabi vernacular for the purposes of primary, secondary and professional education, and whether and how far it is capable of taking the place or existing by the side of Urdu in the Punjab.)

1	Nuskhe Baidak Bhasha ...	... A Treatise on Medicine.
2	Salotri Taswiran San-jugat	... Ditto on Veterinary Art.
3	Darb Darpan ...	... Ditto on Substances.
4	Yūsafi Vaidak ...	... A Medical Treatise by Yūsafi.
5	Pathyā Pathya ...	... A Treatise on Medicine.
6	Nirghant ...	... A Vocabulary.
7	Hashim Shahi Nuskhe ...	... A Medical Treatise, by Hashim Shah.
8	Baid Mano tsawa ...	... A Treatise on Medicine.
9	Chikista Sar ...	... An Elementary Practice of Medicine.
10	Saririk Baidak, Saririk Birtant	... A Treatise on Medicine and Anatomy.
11	Pran Sukh Darvesi ...	... On bodily ease.
12	Safatak Nuskhe ...	... Prescriptions.
13	Khair-ul Tajar-ab Baidak	... A Treatise on Medicine.

14	Fil Nama Akbari ...	... A Treatise on Elephants, by Akbar.
15	Fil Nama ...	... Ditto on Elephants.
16	Rognas ...	... Ditto on Diseases.
17	Ria zul Adviya ...	.. Garden of Medicine.
18	Tib Sihabi ...	... A Medical Treatise, by Sahib.
19	Tib Akbari ...	... Ditto, by Akbar.
20	Karaba Din Safai ...	... Ditto on Health.
21	Karaba Din Kadri ...	... A Practical Treatise on Medicine.
22	Fawaid-ul Jowahar ...	... A Treatise on Gems.
23	Salutri Gutka ...	... A Manual of Veterinary Art.
24	Madan Chandro daya.	
25	Nidan ...	... A Treatise on the Symptoms of Diseases.
26	Nirghant Bhasa ...	... A Vocabulary of the Hindí Vernacular.
27	Baid Ratan ...	... A Treatise on Medicine.
28	Rasoi-Nama ...	... Cookery, a Treatise on.
29	Riyaz-ul Favaid.	
30	Nirghant Madanpal ...	... A Vocabulary.
31	Dil Lagan ...	... A Tale of Love.
32	Asp Nama, Bhagwan Das	... A Treatise on Horses, by Bhagwan Das.
33	Baj Nama ...	... A Treatise on Hawks.
34	Ikhtyarat Badi ...	... A Law Book.
35	Tib Akbari ...	... A Medical Treatise, by Akbar.
36	Hamla ke Ilaj ...	... Treatments of Pregnancy.
37	Khabira Ijat ...	... On Leavening.
38	Danish Nama ...	... A Treatise on Wisdom.
39	Bhakha Ramal ...	... Mode of Divination from Birds.
40	Ramal Sar ...	... An Astrological System.
41	Zubda Hikmat ...	... Elements of Medical Science.
42	Radha Govind Sangit ...	... On Music.
43	Sangit Sar Utrardh ...	... Ditto.
44	Par Sitar Sangit ..	... Playing on the Sitara.
45	Sangit Bhakha ...	... A Treatise on Musical Language.
46	Tala Dhyaya.	
47	Budh Parkas Darpan ...	... On the Culture of the Faculties.
48	Raga Mala Sangit ...	... On the Modes of Music.
49	Narindar Mirgaindar Natak	... A Drama.
50	Sirkari Kharrbe ...	... Official Letters.
51	Sabha Parkas Bava Niranjan	... On Society by Niranjan.
52	Sabha Parkas Bhai Bahal Singh	... Ditto by Bahal Singh.
53	Ras Rahs.	
54	Kavi Priya ...	... Prosody.
55	Kavi Ballabh Chhota ...	... Prosody Manual.
56	Fateh Parkas.	
57	Ras Bilas ...	... On Enjoyment.
58	Bhav Bilas.	
59	Alankar Darpan ...	... Rhetoric.
60	Sabha Mandal ...	... Circle of Assemblage.
61	Ras Ratnakar.	
62	Bihari Satsayia.	
63	Kabya Nirne ...	... Prosody.
64	Lalit Lalam ...	.., Music.
65	Kabya Sindhata ...	... Prosody.
66	Tark Sangreh ...	... Compilation of Criticisms against different sects.
67	Habir Hathi.	
68	Kabya Narain ...	... Prosody.
69	Man Rakhan Pingal ...	... Rules of Poetry.
70	Ratan Hajara ...	... Selections from Standard Bhasha Poets of the later period.
71	Ras Parbodh ...	... A Manual of Philosophy.
72	Sundar Singar ...	... Beautiful Ornaments.
73	Rask Priya Ti ka Jorawar.	
74	Kavya Swar Vaisar ...	... Prosody.
75	Parbha Kar Parstar Stik.	
76	Sangarah mala.	
77	Ast Bajee Bidh ...	... On Fireworks.
78	Chitra Bilas ...	... Decoration.

79 Rajnit ... ... Rules for the Guidance of Kings.
80 Kavi Bilas ... ... Prosody.
81 Naval Ras Chandrodaya.
82 Jagat Binod ... ... About the World.
83 Singar Sangreh.
84 Bodh Khorsi ... ... A Philosophical Work.
85 Bhav Panchasaka.
86 Ras Kalol ... ... Amusements.
87 Karna Bharn.
88 Krishan Chandraka ... ... A Religious Book.
89 Roop Basant ki Katha ... ... A Fable.
90 Ritu Bilas ... ... Enjoyment of the Seasons.
91 Ras Raj.
92 Madhawa Nal ... ... Fable.
93 Kusam Vatka.
94 Badan Kala Nidh Pingal ... Prosody.
95 Parbin Rai Krit Pingal ... Ditto.
96 Chinta Mani Krit Pingal ... Ditto.
97 Kavi Bhookhan Pingal ... Ditto.
98 Amar Chandraka Bihari di Tika ... A Grammar.
99 Ras Payukh.
100 Bihari ki Tika Kab Krishen Krit ... A Poem.
101 Alankar Kala Nidh.
102 Laghu Pingal ... ... Prosody.
103 Amrit Saraswti ... ... Literature.
104 Rup Dip Pingal .. ... Prosody.
105 Kut Kabit ... ... Ditto.
106 Chhando Malka ... ... Rules of Poetry.
107 Astajam.
108 Kavi Priya Tika ... ... Prosody.
109 Wahid Bari.
110 Amad Nama.
111 Ful Mala.
112 Krishen Sahitya Sindhu.
113 Sudha Sagar ... ... Philosophy.
114 Alankar Sudha Sagar ... ... Ditto.
115 Lal Chandraka Satsaistika ... A Grammar.
116 Bal Bhadar Sikhan ... ... A Book on Religion.
117 Kôk Panj Saik.
118 Ram Kabitavali ... ... Prosody.
119 Kavi Ballabh Vadda ... ... A Poem.
120 Bhakha Bhukhan Satik.
121 Singhasan Batisi ... ... Fables.
122 Baital Pachisi ... ... Ditto.
123 Chhand Ratnavali ... ... On Prosody.
124 Rabrath Chintka.
125 Chhand Bodhni ... ... Rules of Prosody.
126 Kabitta Narain ... ... On Prosody.
127 Ras Ratna Kar.
128 Raghu Raj Bilas ... ... Ramayan.
129 Anek Arthi.
130 Tantar Sungreh ... ... Mechanics.
131 Adbhut Bilas.
132 Indar Jal ... ... Juggling.
133 Janam Sakhi Guru Nanuk ... Guru Nanak's Life.
134 Sarb Loh Uttrardh ... ... Sikh Religious Book.
135 Sukh Manee Bani ... ... Ditto.
136 Sau Sakhi Guru Govind Singh ... Ditto.
137 Sakhian Panjah ... ... Ditto.
138 Sakhi Suhove Sahib Wali ... Ditto.
139 Panth Parkas Chhand-o-band ... Ditto.
140 Prem Surmarg ... ... Ditto.
141 Tika Hakaitan ... ... Ditto.
142 Bai Baran Paratan,
143 Muntkhib Jakhira.
144 Ilaj Masturat ... ... A Book on the Treatment of Diseases of Women.
145 Jamli Fawaid.

146	Sarahim Sabab.	
147	Amrajul Shafa	A Medical Treatise.
148	Tarikh Muhammad Pagambar ...	Life of Muhammad.
149	Ad Guru Granth Sahib ...	Sikh Scriptures.
150	Deswen Padshah i da Granth Sahib	Di'to.
151	Gurblas Chhi Padshahi ...	Life of the sixth Guru.
152	Suraj Parkas Daswan Padshah ...	Life of the tenth Guru.
153	Bar Bhai Gurdas ki	A Sikh Religious Book.
154	Tika Baran Gur Ratan Mala ...	A Commentary
155	Baran Mani Singh ki Tika ...	Commentary, by Mani Singh.
156	Kitab Sakhian Guru Angad ki ...	A Sikh Religious Book.
157	Raht Nama, Mazhabi Shara ...	Ditto.
158	Maha Bharth (Nasar)	Maha Bharath in prose.
159	Maha Bharth (Nazmi)... ...	Ditto in verse.
160	Rajnit, Devi Das	Rules for the Kings, by Devi Das.
161	Bhagwat (Nazam).	
162	Bishan Puran Dhru Katha ...	Story of Dhrov (Vishnu Puran).
163	Manu Simriti (Nazam).	
164	Rajnit Budh Sagar.	
165	Raj Ratan Chandr odaya.	
166	Sangit Darpan	On Music.
167	Hanuman Natik	War between Rama and Rawana.
168	Adhiyatam Ramayana.	
169	Asmedh Jaimni	Great Horse Festival of the Aryans.
170	Asmedh Ramain	Great Horse Feast, by Rama.
171	Kosh Santokh Singh.	
172	Vichar Mala.	
173	Panch Dasi Vedant Dyal Nemi Kirit	The Vidant Philosophy.
174	Mokh Panth	Philosophy.
175	Armitdhara.	
176	Avagad Hulas.	
177	Vidant Sar.	
178	Vidant Rahas.	
179	Sur Sagar, Sur Das Jika ...	Exploits of Krishna, by Surdas.
180	Tulsi Ramayan	Life of Rama, by Tulsi Das.
181	Bhugol	A Geography.
182	Kavi Tarangni	Prosody.
183	Lilavati	Mathematics.
184	Ilam Hait.	
185	Akbar Nama.	
186	Ain Akbari	Laws of Akbar.
187	Surodai Harcharan Das ...	Observations on the "Nostril Air".
188	Surodai Sukh Singh.	
189	Dervesi.	
190	Alankar Ratna Kar	Decoration with Jewels (Rhetoric).
191	Alankar Kalanidh.	
192	Gunga Lahri.	
193	Alankar Dipak.	
194	Mohan Lila ...	Exploits of Krishna.
195	Pran Sungli Ghost Sidhan di ...	Sikh Religious Book.
196	Bihangam Bani	A Sikh Religious Book.
197	Gosht Atme Parmatme ki ...	A Philosophical Discourse.
198	Sakhi Raje Janak ki	Life of Janak.
199	Tika Japji, Bhai Santokh Singh ...	A Commentary on the Japji.
200	Tika Japji, Anand Ghan ...	Ditto.
201	Tika Japji Guru Angadji ki ...	Ditto.
202	Gurbilas Daswin Padshahi ...	Life of the tenth Guru.
203	Gosht Mukke ke Kazi Rukan Din ke Sath	A Sikh Religious Book.
204	Bhai Nand Lal ki Gajlan ...	Ditto.
205	Siri Nanak Chandraka... ...	Ditto.
206	Khalsa Satak	Ditto.
207	Bajmik Ramayan.	
208	Siri Vishisht ji ka Updesh ...	Vishisht's Advice to Rama.
209	Adbhut Narain (Ramayan).	
210	Atharan Dhiyai Gita	18 Chapters of "Gita", a Hindu Religious Book.
211	Guru Miharban Ramayan ...	A Book on the Hindu Religion.

212	Govind Gita	A Book on the Hindu Religion.
213	Sar Gita O-ankar Mahatam ...	Ditto.
214	Pundav Gita	Conversation between Pandav and Krishna.
215	Ram Gita	Conversation between Ram and his brother Lachman.
216	Garbh Gita	Philosophy.
217	Sapat Shloki Gita	Hindu Religious Work.
218	Vishnu Gita	Ditto.
219	Ribhu Gita	Ditto.
220	Krishnarjun Sambad	Conversation between Krishna and Arjun
221	Ajap Parkas-o-unkar Vichar ...	Philosophy.
222	Adwait Kousaw Devta... ...	Philosophical Works.
223	Aduait Mirtu Devta	
224	Jagutiya Devta	
225	Prashan Uttar Suk Dev Krit ...	Questions and Answers, by Sukh Dev.
226	Khat Prahali.	
227	Gian Churan Pustak	Philosophy.
228	Amritsagar Vedant	Ditto.
229	Manak Bodh, Manak Krit Vedant ...	Philosophical Books.
230	Bavanja Up Nikadan Vedant ...	
231	Chid Vilas Vedant.	
232	Dig Vije	By Sunkra Charji (Vedant).
233	Sidhant Katash Vedant ...	Philosophy.
234	Gian Samundar Vedant ...	
235	Ram Ride Vedant ...	Philosophy, by Golab Singh.
236	Vedant	Ditto, by Astavakar.
237	Mokh Panth Vedant	Ditto, by Golab Singh.
238	Prashan Uttri Vedant ...	Ditto, Questions and Answers.
239	Anbhav Parkas Vedant ...	Ditto.
240	Ekadas Vedant	Ditto.
241	Adhiatam Parkas Vedant ...	Ditto.
242	Vichar Sagar Vedant ...	Ditto, by Nihal.
243	Sar Sangreh Vedant ...	Ditto.
244	Nāri Prikhiya	Medical Treatise on the beating of the Pulse.
245	Sudh Darpan Vartik	A Medical Treatise.
246	Meghbilas Vaidak	Treatise on Medicine.
247	Amir Parkas	Philosophy, by Amir Das.
248	Vaid Sar	A Medical Book, by Arjun Das
249	Budh Parkas Darpan	On Music.
250	Rag Sagar Rag kirit	Ditto.
251	Dharm Prabodh	By Dharm Singh.
252	Manu Simriti.	
253	Mahma Parkas.	
254	Sadh Suman Chandraka.	
255	Panj Granthi Bani	Sikh Religious Book.
256	Chakkar dhar Chitra Chandraka.	
257	Jagat Jai Kari.	
258	Prem Parkas.	
259	Soor Kirt Kavitawali.	
260	Bandi Basotam Sahassar Nam.	
261	Prem Prabha Kar.	
262	Prem Sudha Kar.	
263	Gur Kavita Manik Piyukh.	
264	Bar bar Dohawali.	
265	Samer Bhukhan.	
266	Sarvar Bharn.	
267	Kavi Rhidaya Sudhakar ...	Prosody.
268	Bhagti Lata.	
269	Budh Bardh, by Budh Singh.	
270	Padmakar Kavya	Prosody.
271	Daduji ki Bani	Doctrines of Dadu.
272	Sundarji ki Bani.	
273	Bakhnaji ki Bani.	
274	Chain Dasji ki Bani.	
275	Jagjiwan Dasji ki Bani.	
276	Sarbang ki Bani.	

277 Panj sai Sakhi Rajab ... ... Stories, by Rajab.
278 Baisakh Mahine ka Mahatam.
279 Katik ditto.
280 Magh ditto.
281 Ikadsi Mahatam.
282 Dasam ... ... By Krishen Das.
283 Dohawali ... ... By Tulsi Das.
284 Bine Patraka ... ... Ditto.
285 Katha Suk Dev kí Churasi Jun ki.
286 Amar Katha ... ... Story told by Shiva to Parwati.
287 Bha Mirt Sa Mirt ... ... By Golab Singh.
288 Bhagat Mala, Prameswar Darshan ... Lives of Saints.
289 Ditto Nabha di ... Ditto by Nabha.
290 Bhagat Mala Parachian ... Ditto separate pieces.
291 Ditto Kirat Singh ... Ditto by Kirat Singh.
292 Bhagat Mala ... ... By Maluk Das.
293 Prastat Prabhakar. ... ... By Keso Das.
294 Ras Raj Moti Ram Naika Bhed.
295 Narindhar Bal ... ... By Maluk Das.
296 Bighan Haran Saphatak, *i. e.*, by different Poets.
297 Bhav Panchaska.
298 Khat Panchaska ... ... By Atam Ram.
299 Ras Kalap Sangreh, Murari.
300 Darpan, Chhandon ke Nam.
301 Bijya Binod Padmakar krit.
302 Jahan Gir Chandraka ... ... Biography of the Mogul Emperor Jehangir.
303 Anvar Chanderka.
304 Kumad kala nidh ... ... By Sahib Singh.
305 Ram Kaleu ... ... By Ram Lall.
306 Ras Manjri ... ... By Agar Das.
307 Dhian Manjri ... ... Ditto.
308 Rask Raj Nit.
309 Sunit Panth, ... By Nihal.
310 Raj Nit Chanaka.
311 Sabha Jit Hardyalkrit.
312 Niti Satak.
313 Pingal Prabhakar ... ... Rules of Poetry, by Girdhar.
314 Pingal Sar.
315 Ganga Dhar Pingal.
316 Madhwa Bilas Raj Nit.
317 Gorakh Kundli ... ... Observation on the passing of the nostril air.
318 Nanak Sarodha ... ... Observation by Nanak.
319 Shiv Surodaya Kal Gian.
320 Surodya ... ... By Charn Das.
321 Sar Surodaya.
322 Saganti Sagan Vichar ... ... Observations of Omens.
323 Nujum Alam Krit ... ... Astrology, by Alim.
324 Moharram Sal da phal dekhna ... Guide to predictions about the coming year.
325 Janwaron ki Vichar ... ... Observations of Omens from the sounds of Birds.
326 Kak Bhasa ... ... Observations of Omens from the sounds of the Crow.
327 Chugharia ka Mahurat.
328 Phahi ka Vichar ... ... Predicting Omens from the sound of Phahi or Phawi, a foreboding bird which generally comes out during the night.
329 Chinta Man Jotash ... ... Astrology.
330 Siyal ka Vichar.
331 Gadhe ke bolne ka Vichar ... Omens connected with the braying of the Ass.
332 Jatka Alunkar ... ... Astrological Treatise.
333 Khat Phanchaska Jotash ... Ditto.
334 Maharaj Parkas Jotash ... Astrology.

335 Megh Mala Jotash.
336 Sath Sambti.
337 Kundli Dak Bhadhli ki ... Predictions from natural phenomena.
338 Ang Phurne ka Vichar ... Omens from the beatings of some pulse on the body.
339 Swapan Vichar ... ... Explanation of dreams.
340 Shamundrika Vichar ... ... Divinations from the marks on the palms of hands and the soles of feet.
341 Girdhar Kian Kundlian
342 Vairag Satak Bharthariji ka.
343 Amar Kosh ... ... Vocabulary.
344 Dropadi Charitar ... ... Miraculous covering of Dropadi.
345 Sudama Charitar ... ... Miraculous building of the Golden House of Sudama, by Hirdi Ram.
346 Tahkan Asmedh ... ...
347 Ram Asmedh ... ... } Great Horse Sacrifices of the Ancients.
348 Jaiman Asmedh ... ...
349 Nard Puran.
350 Garar Puran ki Katha ... The Story of Nasketn going alive to the City of the God of Death and his return, generally read after the death of a person.
351 Nas Ket ki Katha ... ... A fabulous being supposed to have been born from the nose of a princess who smelt a flower.
352 Tehkan Krit Sahaosar Nama.
353 Rajjab ke Chhape.
354 Parsbhag Adan Shahi.
355 Suthre ki Bani Jhegar Shahi.
356 Bani Bhanger Dasdi.
357 Fakar Nama ... ... By Bhanger Das.
358 Bani Jallandi.
359 Bani Sheikh Chilidi.
360 Sadhu Jan ki Bani ... ... Precepts.
361 Faridji ki Bani.
362 Kabirji ki Bani.
363 Git Gobind Jai Devji ka ... Songs.
364 Ram Lalam Git ... ... By Balmike.
365 Ram Rahas Gita.
366 Sukh Sastar Sangit.
367 Pad Ratnawali ... ... Treatise on the use of words.
368 Chamak Damak Duhawali.
369 Sat Narain ki Katha ... ... Story.
370 Gau Singh ki Katha ... ... Story of a Cow and a Lion.
371 Tulsi Satsaya.
372 Ram Kalaiu ... ... By Tulsi Das.
373 Bhakha Kosh ... ... A Hindi Dictionary.
374 Hitu Updes ... ... The Hitopadesh (translation of).
375 Tarikh Kur Khetar ji ki ... The events of the Mahabharath.
376 Anjil ... ... The New Testament.
377 Tavarikh Durabe de ... ... History of Duraba (?)
378 Chahar Khani Baidak ... ... A Medical Book.
379 Tark Bhakha.
380 Adbhut Ramain.
381 Ramain Sar.
382 Kusam Nam Mala.
383 Badri Munir ... ... Punjabi Romance.
384 Nal Damyanti ki Katha.
385 Kabit Bhai Gurdas de
386 Hakait Dasme Pad Shahi.
387 Hastamal Vedant ... ... } Philosophical Works.
388 Astavakra Vedant ... ...
389 Sat Mat Nirupan.

APPENDIX IX—(14).

REPORT ON THE RE-ORGANIZATION OF THE ORIENTAL COLLEGE AND SCHOOL, LAHORE.

THE aim of the re-organization has been to raise the quality of the teaching and to give it a practical direction. The result, it is hoped, will be to make this institution, in accordance with the principles of its founders, a complete Oriental University in its teaching sense in all faculties, as well as an academy for literary publications and research.

It is believed that by the further development and proper application of the existing material, and by the introduction of a modified form collegiate self-government, and the growth of an academic spirit, the Oriental College and School, if maintained and improved on their present basis, will become one of the most important institutions in India.

The College and School, which are inseparable in consequence of the varied attainments of its students, who are either up to an University standard in Oriental languages and below it in general knowledge, or *vice versâ*, consist of men, none of whom are below 16 years of age, whilst most are above 20, who are now admitted only on production of a certificate of good character, and after passing an examination in the classes to which they seek to be admitted.

A College Council, composed of all the masters, fellows, teachers and officials of the institution, meets every fortnight, under rules of its own framing, to discuss the improvements and reforms that, in its opinion, would further the interests of the institution. The proposals of this Council are submitted to the Superintendent who either accepts them, or sends them back for re-consideration, or forwards them on to the Registrar of the University College.

The special instruction given by the Oriental College in Law, Engineering and Natural Sciences is largely availed of by the students of the Punjab Government College.

The Library and reading room are used by the students of both the Government and the Oriental Colleges. The reading room is amply provided with scientific and other journals.

A Chemical Laboratory and Geological Cabinet, the necessary adjuncts to the tuition in Natural Sciences, until provided by the liberality of the University College, are rendered accessible through the kindness of the authorities of the Medical School.

There also exist facilities for teaching English in the institution, but such instruction is not in keeping with the object of, and the courses in, the Oriental College and School, and has never been in regular or continued operation. At present there is only one candidate for instruction in English.

There has been an increase in the number of qualified students, but many have to be turned back whose accession would be desirable, in consequence of the smallness of funds. The Rs. 100 indented on the salary of the Superintendent, with the sanction of the Executive Committee, are barely sufficient for the increase in stipends and contingencies, and if more students are to be attracted, specially from the frontier and beyond it, as is hoped in a recent speech by His Excellency the Viceroy, a special grant from the University College or the Government for the purpose seems to be absolutely necessary.

In order to give a more living as well as a critical knowledge of the classical languages of India, Arabic, Persian and Sanskrit Journals; in addition to those issued under the auspices of the University College, and edited by members of the Oriental College Staff, are provided.

Philological instruction has been indroduced on the Sanskrit side, and a similar attempt will be made on that of Arabic as soon as the necessary arrangements are completed.

The number of students has increased during the year from 120 to 140.

An intersting feature, tending to create an academic spirit, has been the adoption of an uniform dress by the students of all denominations.

At the end of every month the teachers and fellows submit the translations or compilations done by them.

Courses are being prepared in Urdu and Hindi, respectively, in all the subjects of the Proficiency and High Proficiency Examinations by Lala Bishen Lal, M. A., and Gurmukh Singh, F. A., assisted by Raja Ram and Najim-ud-din, Teachers of Penmanship, and by Sri Nawas, a Mahratta Brahmin of ability.

To recapitulate briefly, the objects of the College are twofold: one, to give a high classical Oriental education, together with instruction in branches of general knowledge; and two, to give a practical direction to every study. Men who intend to devote themselves entirely to literature or science have scholarships and fellowships to look forward to with their incumbent duties of teaching and translating, or they may return to their homes as thoroughly trained Moulvies or Pundits who have also received a liberal education. Those who aspire to the higher dignity and function of Kazis are not only trained in their own law, but also in the principles of jurisprudence and of the Indian Codes. Persons who wish to take up the practical work of teaching in Army Schools or in the Educational Department will, it has been promised, been admitted to a course in the Normal School. The arrangements are still in progress, and considering the varied and difficult material to deal with, as well as the important aims in view, much time and labour will yet have to be devoted to their successful execution. Still the Oriental College is now aiming to train its students for—

1. The Entrance, Proficiency and High Proficiency Examinations in Arts.
2. The Oriental Certificates of Pundit, Moulvie and Munshi of various degrees.
3. For Oriental fellowships and translatorships.

The teaching functions of Moulvies and Pundits and the practical work of Munshis.

5. Native Lawyers.
6. Sub-Overseers.
7. Teachers (for Indigenous, Army and Educational Department Schools).
8. Hakims and Béds who learn their own Native systems and then study our own, thereby becoming the most efficient advocates of improvement, as their eminence in their own learning at once secures the deferential attention of their fellow-countrymen.

The Staff is at present composed of the following officers:

1. Dr. G. W. Leitner, Barrister-at-Law, Honorary Principal.

A.—Department of Oriental Literature.

(*a.*)—Sanskrit Section.

2.	Pundit Guru Prasad	...	Head Pundit.
3.	Ditto Rikhi Kesh	...	2nd ditto.
4.	Ditto Sukh Dyal	...	3rd ditto.
5.	Ditto Daya Ram	...	4th ditto.

(*b.*)—Arabic Section.

6.	Moulvie Faizul Hassan	...	Head Moulvie.
7.	Ditto Ghulam Kadir	...	2nd ditto.
8.	Hafiz Abdul Aziz	...	3rd ditto.
9.	Moulvie Muhammad Hossain, Shiah Teacher.		

(*c.*)—Persian Section.

10.	Moulvie Abdul Hakim	...	Head Munshi.
11.	Ditto Muhammad Din	...	2nd ditto.
12.	Syad Shah Cheragh	...	3rd ditto.

B.—Department of General Literature and Science.

13.	Dr. Amir Shah	...	Natural Sciences.
14.	Bishen Lal, M. A.	...	Assistant Professor (Urdu Side).
15.	Ghulam Mustafa	...	2nd Teacher.
16.	Moulvie Muhammad Ghazanfar		3rd ditto.
17.	Pandit Kirpa Ram	...	Assistant Professor (Hindi Side).
18.	Gurmukh Singh	...	2nd Teacher.
19.	Behari Lal	...	3rd ditto.
20.	Ahmad Buksh	...	Mathematical Teacher.

C.—Law Department.

Babu Sashi Bhoshan, M. A., B. L.,		Pleader, High Court, Calcutta.
Moulvie Ghulam Kadir	...	Muhammadan Law.
(Moulvie Muhammad Hussain	...	Shiah Law of Inheritance, &c.)
Head Pandit Guru Prasad	...	Hindu Law.

D.—Oriental Medical Department.

Dr. Rahim Khan, Khan Bahadur, Punjab University College.		Honorary Surgeon, Medical Fellow,
Assistant Hakim	...	Mirza Mir Ali Beg, Hakim Haziq, Punjab University College.
Ditto Bed	...	Pandit Dhanpat Rai.

E.—Engineering Department.

Lala Ganga Ram, Mayo Patiala Fellow.	}	This Department receives the special attention of Rai Kanhya Lal, C. E., Executive Engineer.
Assistant Teacher, Sunder Singh	...	

F.—Munshis' Department.

Moulvie Abdul Hakim ..	...	Urdu style, Arzis, Misls, &c., &c.
Najum-ud-din ...	...	Teacher of Penmanship (Urdu).
Pandit Raja Ram ...	...	Ditto (Hindi) & Copyist.

Arrangements are in progress for teaching Native book-keeping and the various mercantile cypherings, &c., &c.

G.—Translators' and Authors' Department.

Honorary Principal ...	...	Sinin-in-Islam, Part II. (finished), Part III. (in progress). Comparative Vocabulary and Grammar of Kashmiri, Kafiri, &c.
Head Moulvi Faiz-ul Hassan	...	Diwan Hassan (Commentary on).
Moulvie Ghulam Kadir	...	Tarikh-i-Timuri (Translation of).
Munshi Bishan Lal, M. A., McLeod Punjab Fellow.		Continuation of Taylor's Ancient History (into Urdu), Taylor's Modern History. Translation of Dr. Stulpnagel's Universal History.
Bhai Gurmukh Singh, F. A., Patiala Translator.		F. A. Course (Hindi.)
Pandit Kirpa Ram, Alexandra Fellow.		Plane Co-ordinate Geometry.
Pandit Guru Prasad, Kashmir Fellow.		Lulnuchar (Hindi).
Dr. Amir Shah, Kapurthala Fellow		Roscoe's Chemistry (Translation of).
Abdul Aziz	..	Durra-Nadira (Commentary on). (Selections from B. A. Course).
Pandit Sri Nawas Mahratta	...	F. A. Course (Hindi).
Pandit Rikhi Kesh	...	Outlines of Modern Geography (Hindi.)
Pandit Daya Ram	...	Chikitsu or Vedah (Translation of.)
Pandit Sukh Dial	...	Sanskrit Logic (Translation of) in Hindi.
Babu Sashi Bhoshan, M. A.	...	Elements of Jurisprudence.
Muhammad Din	...	A Treatise on Moral Philosophy.
Pandit Behari Lal, F. A.	...	Translation of Lethbridge's History of England into Hindi.

Gholam Mustafa	...	Revision of Key to Algebra.
Moulvie Abdul Hakim	...	Kunuz-ul-adab.
Shah Charagh	...	Hidaiq-ul-balaghat (Transalation of) in Urdu.
Muhammad Ghazanfar	...	Syntax (Grammar).

II.—EDITORS.

Arabic Critical Journal (The Shafa'-us-sudur)	...	Faiz-ul-Hassan. Abdul Hakim and Bishan Lal.
Sanskrit Critical Journal (Vidyade)		Pandit Rikhi Kesh.

A previous report to the Executive Committee may be read with interest.

THE ORIENTAL COLLEGE, LAHORE.

THE Oriental College, Lahore, is being thoroughly re-organized. In addition to teaching in such branches of general knowledge as history, geography, elementary natural sciences, political economy and mathematics, a practical direction, suited to the genius and requirements of the country, has been given to the Moulvies, Pundits and Munshis whom it now trains in a critical and exhaustive knowledge of their own classics: Arabic, Sanskrit and Persian. In other words, its Munshis will not only be, as hitherto, men of general education with a thorough knowledge of Persian, but they will be trained in every branch of the Munshi's work from the A'rzi to the Misl, while they will also acquire a knowledge of the characters and book-keeping used by Native bankers, merchants, &c., so that their services, when they leave college, may at once be utilized in any public vernacular office. It is unnecessary to add that special instruction will be given to them in Urdu, the language of our courts, and in which only too often Persian scholars are by no means proficient. The Punjab University diplomas of Munshi of various grades will then tell their own tale regarding the exact value of the services of a candidate for employment as Mohurrir, Sherishtadar, &c.

In the same way the Moulvies have now to elect whether they intend to take up a profession or simply to devote themselves to the profound learning of their own classics. If they want to follow the profession of a Native physician they will have to attend the course to Hakims and Beds which Dr. Rahim has been delivering, or what the authorities of the Medical School may extend still further to them. If they intend to take up the position of Kazis for the settlement of questions of inheritance, marriage and other religious or domestic matters, with which our courts are never able to deal thoroughly, they are required to attend the lectures, not only in their own law, but also those on the principles of jurisprudence, and of our administration and laws in India, besides attending the Practice Class which is held once a week, and at which legal questions are debated under the presidency of a competent lawyer. If the Moulvie wishes to take Government service either in the Army Schools or in the Educational Department, a course of tuition in the theory and practice of teaching, coupled with other requirements, will be arranged.

If he intends to devote himself exclusively to literature or science, he may continue his classical and other studies, and earning a scholarship or fellowship devote his time to the edition, translation or compilation of works of merit, or return to his congregation, whenever he has any, as enlightened teacher, "Imam", or priest.

The above arrangement also applies to the Pundits, altered only in so far as the requirements of the Hindu population and of Sanskrit lore vary from those of the Muhammadan students, but identical so far as their future literary or professional usefulness and position are concerned. In addition to the above facilities which, it is hoped, will supply both the Government with useful servants and the people with enlightened leaders from their own "learned classes", an engineering school is in course of creation in connection with the Oriental College, to which, however, outsiders will also be admitted. Facilities for learning English will be provided, but English will be treated as a special accomplishment and not as the *medium* through which literary or

scientific information is conveyed. Thus the Lahore Oriental College—one of the most important institutions under the Punjab University—will train indigenous teachers, priests, lawyers, engineers, physicians and scholars, who are not alienated from their fellow-countrymen by being anglicized, and who yet are able to exercise the most telling influence in favour of progress. It is believed that if this College continues as it has begun, its effect on the regeneration of the country will be considerable, whilst it will even more than now attract students from various parts of the Frontier and Central Asia, who, when returning with improved Oriental and added Western learning to their homes, will be the best, because the most welcome, pioneers of our civilization.

The following Time Table will give a general idea of the work done.

ORIENTAL COLLEGE AND SCHOOL.

COLLEGE.	SUBJECTS FOR EXAMINATION IN ARTS AND ORIENTAL LANGUAGES AND PROFESSIONAL SUBJECTS							
CLASSES.	6 to 7 A. M.	7 to 8.	8 to 9..	9 to 10.	10 to 11.	11 to 12.	12 to 1.	4 to 6.
1st Urdu	ENGINEERING. (*Drawing and Surveying*) Lala Gunga Ram, Mayo Patiala Fellow, Sunder Singh.	Natural Sciences. Dr. Amir Shah for (Entrance) June 1878.	Mathematics. Bishen Lall, M. A.	History and Geography. Gholam Mustafa.	Arabic 1st, 2nd and 3rd Classes. (*Vide* detailed Time Table.)		*Muhammadan Law.*	.....
1st Hindi	Law. Babu Sashi Bhoshan, M. A., B L., Pleader, High Court, Calcutta.	Ditto for (Entrance) 1878.	Mathematics. Kirpa Ram.	History and Geography. Gurmukh Singh.	Sanskrit 1st, 2nd and 3rd Classes. (*Vide* special Time Table.)		*Hindu Law.*	.....
2nd Urdu	MEDICINE. Assistant Hakim and Assistant Bed.	History and Geography. Ghulam Mustafa.	Natural Sciences. Dr. Amir Shah.	Mathematics. Bishen Lall.	Persian 1st, 2nd and 3rd Classes. (*Vide* detailed Time Table)		*Munshi's work, Urdu style and penmanship.*	*Training for certificated teachers.* (No provision as yet.)
2nd Hindi	.....	History and Geography Gurmukh Singh, P.A., Patiala Translator.	Ditto.	Mathematics. Kirpa Ram.	*Engineering.*	*Engineering.*	*Engineering.*	*Medicine.* Dr. Rahim Khan. Once a week. for two hours.
3rd Urdu	.....	Mathematics. Bishen Lall, M. A.	History and Geography. Ghulam Mustafa.	Natural Sciences. Dr. Amir Shah.	....	.....	.....	.....
3rd Hindi	.....	Mathematics. Pundit Kirpa Ram, Alexandra Fellow.	History and Geography. Gurmukh Singh, P. A.	Natural Sciences. Dr. Amir Shah.	Mathematics, Kirpa Ram. (High Proficiency Class.)	History Gurmukh Singh (High Proficiency Class).	.....	*Jurisprudence and History of Law and the Indian Codes.* Assistant Professor Sashi Bushan, M. A.
SCHOOL.	.....	*Mathematics.*	*History.*	*Arabic or Sanskrit.*	*Persian or Hindi.*	*Penmanship.*	.....	.....
Urdu. 1st Class ...	.....	Ahmed Bakhsh.	Ahmed Buksh.	Ahmed Baksh ...	Ahmed Baksh.	Najm-ud-din.	.....	.....
Urdu. 2nd Class ...	.....	Moulvie Ghazanfar.	Moulvie Ghazanfar	Moulvie Ghazanfar ...	Moulvie Ghazanfar	.....	.....	*Vernacular Law Classes.*
Hindi 1st and 2nd Classes	.....	Pundit Bihari Lall.	Pundit Bihari Lall.	Pundit Bihari Lall ...	Pundit Bihari Lall	.....	.....	Pundit Ram Narain, P. A., Assistant Law Lecturer

APPENDIX IX.—(15.)

Extracts from "rough outlines of a scheme to carry out the project of His Excellency the Right Honourable E. R. L. BULWER-LYTTON,* *Baron Lytton of Knebworth, &c., &c., Viceroy and Governor General of India, as contained in a letter dated Benares, the 12th January* 1877".

3. A notification should be extensively circulated calling for applications from authors of whatever race and creed on any subject (in order not to stifle literary enterprise by prescription). These applications to be sent to the Commission, whose appointment Dr Leitner will proceed to suggest, and which will determine, guided by the most liberal principles, whether the subject has any literary interest or educational importance, and whether the applicant, who will have to submit details regarding his abilities, accompanied, wherever possible, with specimens of his work, is competent for the task which he undertakes. Existing manuscripts to be called for. All educational departments and district officers to submit the names of likely men with proofs of their capacity.

B.—Preparatory.

4. Having ascertained by personal intercourse or otherwise the views of scholars able and willing to help, and having somewhat prepared the country for the project, let all heads of the educational departments and others* who can be spared, or who are willing to come, be invited to meet at Simla, or other convenient centre, during the next hot weather months, there to discuss and elaborate a scheme for the production of an educational series, as contemplated by His Lordship, and of an English literature for India, including English text-books. The Commission may even proceed to allot a portion of the work among its members, and to publish specimen sheets in various branches of knowledge. The absolutely necessary Munshis and Babus, as well as office establishment, to be lent for the occasion by one of the existing departments, or to be especially provided. The Commission to sit and report progress daily, which will prevent its turning into a literary picnic. The Commission to be provided—

(*a*) with all reports and other documents connected with previous efforts of a similar kind in whatever part of India, and whether submitted by officials, or by public bodies or by private individuals ;

(*b*) with a copy, preceded by an explanatory statement, of all the existing text-books on whatever subject, and of translations and publications generally, by all the various educational and other departments, private societies, printing presses, &c. ; and

(*c*) with a set, as far as it may be obtainable, of hand-books and educational series to be sent for not only from England (where the difficulty of the task is somewhat increased by the absence of system and the arbitrariness of head masters, publishers, &c., &c.), France, Italy, Germany and the United States, in the first instance, but also from all other countries, not excluding Turkey, for the formation of a library of a specific character and for purposes of guidance and comparison. There should be enough linguistic attainments in the Commission to render the translation of these hand-books a practicable undertaking.

5 (*a*) A section of the Commission to devote special attention to the preparation of vernacular text-books on such subjects as Jurisprudence, the Principles of our Government, Evidence, Political Economy, &c., &c., adapted for the training of aspirants to official employment, as sketched in His Lordship's letter in consultation with the Legal and other Members of Council.

(*b.*) This section might, under the direction of the Legal Member of Council, forestall the attempt that will be made to prove that the majority of such of our decisions as were based on Hindu and Muhammadan Law have been erroneous in consequence of the ignorance of our High and Chief Court Judges of Sanskrit and Arabic respectively. Good Pundits and Moulvies should be called in to help European orientalists and jurists. The opportunity might also be taken to enquire how far it would be desirable to relegate throughout India all questions regarding marriage, inheritance, and purely religious disputes, to Honorary Native Courts (*vide*

* Lawyers, officials and non-officials, Europeans and Natives.

Dr. Leitner's Collection of Views regarding Kazis) as a question of policy regarding an influential class of present malcontents and the furtherance of justice, since our Judges will, for a very long time, if ever, not be able either to settle such matters or to invest their decisions with authority by being able to quote the religious books.

6 (*a*). A trained educationist and linguist might, with very great advantage, be deputed, either during or after the sittings of the Commission, to examine and report on the present working of the various schools and colleges throughout Europe, the United States of America, and even in semi-civilized countries, such as Egypt. The reports to be sent in quarterly, and to have special reference to Indian wants and analogies. Trade, artizan, art, industry and other technical schools, as well as the various results of compulsory and voluntary education, the different systems of instruction, the various classifications, &c., to receive separate attention, but ever to be combined with an ethnographical sketch showing how in each instance the material is to be compared with the races of India, and how it has been affected by various systems, leaving the expression of opinion and of inferences to the Indian Governments on the completion of the report, and confining one's attention chiefly to elicit undeniable facts. The United States Government, and indeed several of the States forming that Government, have repeatedly sent Commissioners to Europe for the indicated purpose, and the confused notions that exist in India as regards normal and other schools will never give way to actual knowledge till the suggested report is prepared by a person specially deputed for the task.

(*b*). He might also collect books of reference, &c., so needed in India; he might bring learned individuals and societies into relations with India, benefiting them by our local enquiries and material, and being benefited in our turn by their critical and comparative studies on our material. Above all, he should gain the co-operation and support of the Press and the best minds of Europe for the educational policy of Lord Lytton, from which the regeneration of India, as well as invaluable contributions to the sciences of Philology, Religion, Ethnology, and indeed every branch of knowledge may be expected.

C.—Organization and working.

7. By the end of the hot weather the Commission should be ready with proposals regarding a permanent organization for the execution of Lord Lytton's project, the allotment of funds to the various Local Governments and Departments, the mode of their control, and the efficient utilization of the publications prepared or to be prepared. The appointment probably of an Educational Secretary in conjunction with the Supreme Government will become necessary, whose duty it shall be to nationalize education, to increase its funds and appliances, and to prevent their waste, to watch over the speedy and proper issue of the educational, legal and political series of books suggested by Lord Lytton, and to give *unity of purpose*, together with the *freest* development of local self-government, to the improved working of all the educational departments throughout India. This official should also, whenever required, translate His Lordship's speeches into the vernacular.

8. Some qualified educational officer and good vernacular speaker may be deputed (*i. e.*, at the close of the Commission in question) to devote the whole of next cold weather to securing, by means of public meetings or otherwise, the hearty co-operation of the people in the execution of the various decisions arrived at by the Commission, and sanctioned by Lord Lytton. That officer should consult the various educational authorities regarding new text-books, see the practical working of the present system, endeavour to secure the co-operation of known writers, as well as to discover unknown or neglected scholars, European and Native, whose aid might be of value.

The above is a rough scheme, every detail in which requires careful elaboration. Still the principles on which it rests may be understood from its perusal .... They are that education in order to be sound must be developed " from within", and their truth will, if these principles are allowed fair play, be proved by the regeneration of the people of India, and a new impetus to the world of letters and science.

LAHORE;
The 24th January 1877.

G. W. LEITNER.

APPENDIX IX.—(16)—(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n).

Suggestions by DR. LEITNER *on some of the points referred to at the Simla Text-book Committee.*

(1.) TRANSLITERATION.

THE only means of combining purity of expression with practical utility is to introduce the scientific word *in its Roman spelling* by the side of the most approximate rendering of the fact or process which it may represent in the vernacular. Sometimes the translation will more correspond with the advance of science, than the word first coined in Europe, as, *e. g.*, in the case of oxygen. Wherever practicable, any existing term from the Sanskrit and Arabic should also be used, for this will interest the learned Hindu and Muhammadan classes respectively in scientific progress, whilst giving to that progress all the prestige which is derived in India from the use of the sacred languages. In this way also will the long-standing controversy between Anglicists and Orientalists respectively be brought to a close. As regards the Roman character, whose abuse I have exposed in a paper already submitted to the Committee, it is known or should be known by all Native students of European science. My proposal will prevent the inevitable mutilation of scientific terms in a vernacular form, whilst it will satisfy the demands alike of purists and, what we may be driven to call, scientists. In other words, I propose that in Urdu scientific books, whenever a scientific word occurs, the Roman character, the Urdu most approximate rendering of the scientific fact and the Arabic equivalent, if any, be used, and that in Hindi scientific books the Roman character, the Hindi nearest translation, and the Sanskrit equivalent, if any, be used. As regards the rendering of legal terms, the copious phraseology connected with, *e. g.*, Muhammadan law, renders transliteration unnecessary, because translation or adaptation is invariably possible as regards these terms, either for the "professional" or the "simplified" State series recommended by Lord Lytton.

(2.) THE PROJECTED SERIES OF LEGAL AND POLITICAL BOOKS

can only be efficiently executed, both for professional and State educational purposes, by the Supreme Government appointing one or more jurists, who shall be good Vernacular and Oriental scholars, and who shall co-operate with Native scholars of Urdu well acquainted with Hindu and Muhammadan law. The "adaptations" thus prepared may then, with greater ease, be transferred from one vernacular to another.

(3.) THE EXISTING EDUCATIONAL SYSTEMS

will be rend more thorough and uniform if—

(a) a report be submitted to the Supreme Government showing the working of the present systems throughout India, including the operation of the text-books now in use in various parts, derived from the actual observation of a qualified person specially deputed for this task;

(b) a report be submitted to the Supreme Government for circulation among the provincial Committees, on the educational systems, general, professional and technical, together with their corresponding school series now in operation throughout Europe and the United States not omitting those countries in which either a foreign rule or a foreign civilization seeks to supplant, to modify or to improve indigenous culture. Even where educational reports are available, they are not deemed by civilized States to render unnecessary the personal inspection of special Commissioners well acquainted with the languages of the countries to which they are sent.

4. ARABIC, PERSIAN AND SANSKRIT EDITIONS

can best and most economically be issued by an agency appointed by the Supreme Government especially as, according to Sir E. C. Bayley, there already exists some material on which to commence operations. I am inclined to add Urdu also, as

this laugnage is almost universally understood throughout India. I now beg leave to make a few remarks regarding Arabic, Persian, Urdu and Sanskrit.

(*a*) *Arabic.*—The simplification of this alphabet, which is used, with some additions, for Persian, Urdu, Turki and other "Muhammadan" languages, should be carried out, in the manner suggested, as regards teaching it, in my "Introduction to a philosophical grammar of Arabic", whilst the attempt to find simple principles in that highly logical language should be carried beyond the point to which I brought it, say to the elucidation of such grammatical problems, as the numerous "broken plurals". This might form one of the subjects to which an imperial Committee or the provincial Committees might draw the attention of Arabic scholars. Further, as Arabic is the sacred language of the Muhammadans, I would suggest that all revered writings in it that advocate critical enquiries, religious toleration, equality before the laws, &c., be re-published or be largely drawn upon the political and legal series already referred to. That also the civilizing measures of orthodox Turkey, such as the introduction of the Rushdia schools, be not overlooked in similar efforts in this country. This also applies to certain forms of literary progress which have been adopted in Turkey and Egypt. The proposal of the Persian Ambassador in London, Prince Malcom Khan, to simplify his alphabet on principles acceptable both to Muhammadans and Europeans, should also be carefully considered by a Sub-Committee (*vide* my remarks on the "Roman *versus* the Indian alphabets").

(*b*) *Persian.*—Our schools and colleges should not fall below the standard of indigenous schools and the course of private reading in Muhammadan homes. This language is the principal element of refinement and culture among Muhammadans, and the impropriety of the low standard of our universities in it should be avoided. It is the easiest language of the East, and its study is well suited for schools. For colleges and universities it should be made a classical study, disciplining the mind by the addition of the elementary knowledge of Zend and Pehlvi. It should also be clearly settled whether, how far, and what, colloquial Persian is to be taught.

(*c*) *Urdu.*—This language is in that stage in which the fixing of a literary centre becomes possible, and is desirable. I would suggest that the language of Saudá, and other approved writers, serve as its basis of development, and that the language of innovators be carefully examined by that standard and by the claims of the most disciplined modern thought.

(*d*) With regard to *Sanskrit and Hindi*, I would venture to draw attention to a tabular statement of contents and opinion regarding existing books in these languages drawn up by the Head Pundit of the Lahore Oriental College, Guru Pershad.

(5.) An English Literature for India.

Whilst English Grammars and even English Primers might be written with advantage, under the auspices of the Provincial Committees, with special reference to provincial vernaculars and race-peculiarities, it seems obvious that it would be most economical and efficient to have an Imperial series for the Imperial language taught throughout India as regards the English Readers and selections compiled for the *Upper* Anglo-Vernacular and English Schools. By the time a boy reaches the lowest class of such an upper school, he is supposed to have acquired a thorough knowledge of his vernacular and of the differences between its idiom and that of English. Uniformity in the tuition of English may now be aimed at, and it would appear to be a waste of labour, talent and money for each Committee to prepare separate courses of higher English instruction for its province when a "course" compiled by the best talent of India can be made available to all students in India who have arrived at the same stage in their acquisition of English. As regards the creation of an "English literature for India", this subject, in my humble opinion, ought to have at least been glanced at by the Committee. It is one also which can be entrusted to an imperial Committee. In part illustration of my views I may, perhaps, be allowed to quote a paragraph in an article on the subject which appeared some time ago in the *Pioneer:*

"We ask then for a whole series of works written in English for the use of natives of India—books which shall be valuable in themselves, and which shall

lead up the reader to our higher literature. In mathematics, in the physical and applied sciences, there is no such need; the admirable text-books published in England and Scotland are equally valuable in this country. In these subjects the young Hindu and the English boy must set out from the same point, travel by the same path. But on subjects, which introduce a moral element, the difference between the two learners is incalculable. And it is often worse then useless to place in the hands of a native the histories, biographies and fictions which we give to the young Englishman. In short, if we are to teach the natives of India lessons in history and morals by means of books, we must create a literature for the purpose. Especially do we want histories and geographies written from a high point of view, and yet rendered intelligible and instructive to the people of this country; books that shall exhibit to them higher forms of life than they have yet known, and nobler sentiments than they have yet conceived; books that shall attract them to a closer acquaintance with our literature and lead them to link their destinies more indissolubly with our rule."

(6.) Methods of Teaching.

Whilst our Committee has done much in making certain recommendations regarding a graduated English series, it seems to me that one of its most important functions is the laying down of principles on which the various subjects should be taught. It is quite clear that history, *e. g.*, cannot be taught in the same way as mathematics, and that there are various methods of teaching, say, history to different classes. I venture to submit a Catechism of methods of teaching various subjects, with the view of eliciting discussion and, if possible, arriving at a decision regarding the desirability, extent and manner of the adaptation to Indian languages and wants of the principles that have commended themselves to the educationists of Europe.

(7.) Native Army Schools.

This is a matter which we might well submit to the consideration of His Excellency the Commander-in-Chief. The "Resolution" which has convened us does not exclude from our consideration this or any orther important class of schools. For the welfare of our Empire it is most important that the Native Army Schools should instil the highest lessons of military discipline and loyalty. The State series, which I have ventured to suggest for all primary schools, is of special importance in training the Native soldier. At present, in this Presidency at all events, the subjects and text-books are those taught in our up-country village and lower town-schools. There are no military histories or biographies, no books on the various branches of the soldier's profession, no book, as far as I know, teaching him his duty as a man, a citizen and a soldier. There is a translation of the Drill-Book and of Musketry Instruction, but, as far as I know, nothing else of a professional character. The only hand-book of military phrases in English and Urdu that I know contains the following statements in inaccurate Urdu: "He forced him to break his oath of allegiance." "The mutineers surrounded the mess-house on all sides." "He made a beautiful *retreat* before an enemy of superior force"—a questionable lesson which is rendered as follows: "with the enemy there was a great army, he from before him, in what a good manner, was behind!" Also "should a soldier give his own opinion regarding an order"—a question which, unwisely enough, is left unanswered, whilst "a military *crime*" is rendered by "qusúr" really a shortcoming, defect, mistake—in other words what, as a form of politeness or obedience, every native admits as having characterized his conduct, good or bad, when referring to it in the presence of a superior! Surely we are not ourselves guilty of the offence above referred to, if we venture to submit representations on the subject. In my humble opinion a new series on approved principles has to be written for Army schools, which should not only give instruction in subjects useful or interesting to a soldier, but should also instil these lessons by drawing on sources which Hindus and Muhammadans respectively revere. The teachers also should, as far as possible, be enlightened Moulvies, Pundits and other members of the priestly classes acquainted with European science and possessing the prestige of Oriental learning such as, for instance, are being trained in the Lahore Oriental College. In fact, without a basis of morality, our teaching of Orientals is mainly subversive. It would be interesting to discuss whether the Government, still faithful to, but more comprehensive in, its practice of religious neutrality, could follow the example of Germany and allow, say, the first hour in the teaching of every school to be devoted to the religious instruction suited to each denomination

under our rule, the Muhammadan boy going to his Moulvie, the Hindu to his Pundit, the Sikh to his Bhai, the Christian to his Minister or Priest. Then alone will the hundreds of thousands of pupils who now shun Government schools, and who belong as a rule to the very classes that we are most anxious to attract, especially among Muhammadans, become part of our State education—an education which the natural leaders of the people should find it to be their interest to support.

(8.) Examinations

are valuable as a regular feature of a school course, but are injurious when they take its place; whilst, as a spasmodic test, their conclusions are often fallacious. Without an estimate of the year's work, ascertained by the weekly, monthly and quarterly examinations of the teacher himself, examinations, as at present conducted and taking place, as they do now, once a year or once in two years, tempt the student to trust to chance or to cunning—a process which is fatal to the gradual growth of the educated mind and to the requirements of school discipline. Unaccompanied by oral tests, a written examination occurring once a year, must generally give delusive results, especially as no uniform system of marking has yet been contrived. The Committee might well lay down certain principles regarding examinations.

(9.) Text-books.

I think that the Committee should clearly lay down at what stage in a boy's career and in what branches text-books should be introduced, after the initial "oral and visual" instruction which I recommend, and at what point the text-book should be abandoned for instruction in the *subject* to which it is a guide. Before we settle this point our recommendations regarding text-books are necessarily somewhat of a vague character. I notice, however, that the Committee are neither examining text-books nor enunciating with sufficient clearness the principles on which their compilation ought to rest. I also notice that practically some books *are* recommended, although it has, I think quite erroneously, been laid down that we were neither to recommend nor to condemn any existing text-book.

With this interpretation of the Resolution I am unable to agree, nor can I understand how it is possible to discuss text-books without reference to the scheme of studies—a representation which has also been made by the Honourable Kristo Das Pal. I am also convinced that we have made a mistake in excluding subjects required for University examinations, for it is these examinations that most vitally affect the instruction in schools. I am sure that no University, whatever may be its legal status, can feel any umbrage, if really desirous of discharging its duty to the country, at any suggestions emanating from a body of men actually engaged in University education. (All the members originally named in the Resolution are Principals of Colleges.) The whole history of the Calcutta University does not show that independence of Government and of extra-mural suggestions which has been so impressed upon us. The sudden abandonment of Reid and Abercrombie, as text-books in mental science, at the suggestion of the Viceroy, after these productions had been imposed for years on students of colleges, shows that the Calcutta University is amenable to reasoning, if not to pressure. I also think that we might have pointed out, without incurring any very great danger, that an University in this country should not only be an examining, but also a teaching body, a consulting body in all matters of primary and secondary education, as well as an academy for literary and scientific research and publications indeed, a national organization entering into the whole of the professional and educational life of the people, its mental aspirations and wants. This seems a somewhat higher aim than attempting to influence education by sending examination papers by post, sometimes to a distance of 1,500 miles, and receiving the replies of the examinees through the same channel.

(10.) Translation into Urdu.*

I take this opportunity of pointing out that approved books on science and literature, written in any of the European languages, should not be translated but "adapted" into Urdu. European writers, more specially perhaps those of our own times, appear to delight in generalizing and in the abstract and impersonal, whilst the genius of almost all the "Oriental languages" is personal, particular,

* Quoted from the Preface of the *Sinin-i-Islam*, a History of Muhammadanism and its place in Universal History, by Dr. Leitner.

concrete and dramatic. The ordinary difficulties of translation are sufficiently great even in the case of translation from one European language to another, to render it doubtful whether Shakespeare can be adequately translated into French, Béranger into English, or Dickens into Italian. In the case of Oriental languages, the difficulties are increased to such an extent as almost to justify the assertion that most European books cannot be translated at all into them, but that they have to be *re-written*. Even in the translation of the New Testament, whose language and spirit are so very "Eastern", into such Oriental languages as Arabic, Turkish and Urdu, the full meaning of the original (or *our* interpretation of it, or the association which has grown up with it) is rarely rendered. As an instance, I would refer to the 24th Chapter of the Gospel of St. Mathew, in the Turkish version of Turabi, which, I believe, contains 108 mistakes against grammar and sense.

In Urdu we do not want translations; we want "adaptations". We do not, for instance, require Mill's Political Economy translated, but the *subject* of Political Economy introduced into Urdu in a popular form. The same view holds good with regard to History, Metaphysics and Literature generally, where we want the *subjects* treated in a simple and idiomatic manner, and not the translations of writers *on* these subjects.

What I venture to propose is, I believe, a more useful task than mere translation. Translations, such as have hitherto appeared, seem as a rule only to require a Dictionary and a docile Munshi; versions, so intelligible that a lad of fourteen could thoroughly understand them, require the author to know the subject on, and the language in, which he writes, thoroughly. Indeed, whenever words represent *thoughts*, as may be said to be the case with *literature*, it is necessary to examine the associations with which either the one or the other are connected, and, if no exact equivalent can be found in the foreign language, then the translator should himself *narrate* these associations, and, as it were, build up their history in his version—his test being a satisfactory answer to the question: "Would a Native, acquainted with the subject and desirous of teaching it in the most simple manner to those Natives to whom it was quite new, express himself in this way?" Unless this is the adapter's practice, he will teach *sounds* but not *ideas*. Of course *scientific* terminology, whose words represent *facts* or *things*, it is practically immaterial by what combination of sounds the fact or thing is made known. Still, without some imagination and power of assimilation, no one, however great his purely linguistic attainments, can hope to write either "science" or "literature" for the native of India, so as to be really understood.

(11.) Normal Schools, Technical Schools, Female Schools, &c.

The production of text-books for special training or destined for a special class is far more appropriate and possible than to devise text-books for any subject which falls under the head of "general education". Indeed, text-books are almost exclusively connected with certain forms of "instruction" as distinguished from "education". I am, therefore, at some loss to understand what excuse we have for not taking up the subject of text-books for the above schools beyond the unanswerable one of the short time at our disposal, whose extension, however, is a matter for which we can reasonably apply to Government. [I suppose I am not required to show that in our present tentative efforts as regards female education in this country the schools for Indian females still partake of the nature of special schools, for which, the claims of general education being observed, text-books may be written with advantage, whilst, as regards normal schools, if there be anything that requires attending to in India, it is the creation of an efficient body of teachers, whose status should be raised, and for whom, more than for any other class, it is possible and desirable to write text-books of methods of teachings and subjects of instruction generally.]

Nor should it be forgotten that the establishment of commercial, industrial and agricultural schools, for which text-books could be written, may be one of the means of stimulating the enlightened pursuit of wealth, without which the millions of this country, plunged in the most abject poverty, can derive very little advantage from our education, and may only be rendered discontented with their lot in life.

(12.) The proposed Treatise on the Laws of Health

should be confined to the most simple lessons regarding cleanliness of habits, the purity of the water drunk [this is already a delicate question to treat without giving offence in some parts of India], the advantage of a certain amount of bodily

exercise, and the most obvious precautions on certain changes of temperature. I am tempted to add that an additional "chuddur", given away or even sold at cost price, would often prove to be a far greater incentive of education than many a text-book at any rate in parts in which, as last year in the Punjab, fever—the result of exposure and of the reduced condition of the people—carries off its unobserved thousands, where a few deaths from cholera—from which Europeans possess no immunity—at once raises the greatest alarm. Controverted points, "non-essentials", and everything that may offend existing prejudice, should be avoided in the projected text-books on the laws of health, if it be desired that they carry weight with the pupils and their parents, who can alone efficiently second the efforts of the teacher.

(13.) The study of the English Language

should cease to be a mixture of Addison and Milton till it has been acquired for practical purposes. I should, therefore, recommend the study of modern English, as exhibited in newspapers, letters and appropriate modern publications generally. The pupil should be able to converse and compose correctly and intelligibly in modern English, and should be taught to translate from English into his vernacular and *vice versâ*, say, letters on business or items of news from a journal. Till he can do this, it is no use introducing him to Amaryllis in the shade.

The Simla Text-Book Committee.

Considering that we have been confined to six weeks, and that the text-books in use in India have not been placed at our disposal, we have certainly done as much as could reasonably have been expected from us, especially in laying down certain principles of education, of the compilation of text-books, and of the action of provincial Committees, but I am convinced that the objects of the Supreme Government will never be fulfilled, unless a Committee is appointed in something like the manner and with the scope which I ventured to suggest in January last. I therefore propose that we resume our deliberations not later than next year, and that we be provided with all the material that has been suggested and that is necessary for an exhaustive enquiry.

APPENDIX IX.—(17.)

CATECHISM ON METHODS OF TEACHING SUBMITTED BY DR. G. W. LEITNER FOR ADAPTATION IN THE VERNACULARS OF INDIA.

Translated from Diesterweg's "Almanac" (Jahrbuch) for 1855 *and* 1856 *by Dr. Hermann Wimmer.*

I. Intuitional Instruction (*Anschauungsunterricht*), by A. Diesterweg.

1. *What is the object of intuitional instruction?*

To prepare the child who has just entered the primary school for formal school instruction.

2. *What is therefore its external position in the course of instruction?*

It forms as it were the bridge from the liberty of home life to the regular discipline of the school; it is in regard to instruction an intermediate between home and school.

3. *What is to be effected by it?*

The children are to learn to see and to hear accurately, to be attentive, to govern their imaginations, to observe, to keep quiet, and to speak distinctly and with the right emphasis.

4. *With what objects must this preparatory education deal having in view a "formal" aim but no acquisition of knowledge?*

Perceptible or perceived objects, hence its name. It has a two-fold meaning—real observation by the senses, especially by eye and ear, and such management by the teacher that the objects, their qualities and conditions are made vivid interior perceptions.

5. *By what do we know that its end is attained?*

By the whole appearance of the children, and particularly by their correct and proper speech and pronunciation, which cannot be valued too highly from the first beginning.

6. *What is the beginning of this instruction?*

After a conversation about father and mother to gain their confidence, and after some directions concerning the mode of answering and behaving in the school-room the first thing is to observe the room and its contents. The pupil is to be made acquainted with all around him; he must learn to see, to name and to describe exactly all objects in the room.

7. *What must be chiefly attended to from the first day?*

(*a.*) A clear, emphatic statement in complete sentences. *E. G.* What sort of thing is this? This thing is a chair, &c.

(*b.*) A comprehensive view of all qualities observed in an object at the conclusion of each exercise. This is of the greatest importance in all instruction.

8. *What is the second step?*

Observation of the whole school, school-house, road, village or town in their external qualities.

9. *The third?*

Observation of some of the animals in the place and of man.

10. *What next?*

This depends on circumstances. In general, it may be said that the result of this instruction may be secured by from four to six hours a week during the first year. The duller the children are the longer it must be continued. It may be further extended to the trees and plants of the neighbourhood, the trades and employments of the people in the place, clouds, weather, wind, fire, water, sun, moon, stars, &c.; in short, to all objects accessible to real observation. Accurate contemplation or description of models of mathematical bodies may also be very advantageous. The teacher should draw the streets and houses of the place before the eyes of the pupils on the blackboard; he may resort to "*Stäbchenlegen*" (laying down small sticks; see Diesterweg's *Kleinkinderschule* (Primary School) fifth edition, and Stangenberger's book); he may use the picture tables; in one word, he may arrange any variety of useful exercises to attain the important end. It is least possible in this branch to prescribe in books a regular and equal course to all.

Of the greatest importance, we may repeat, is the way in which the children speak and pronounce. A teacher who is unmindful of this prepares trouble for his whole professional career. Instruction in teaching, if the teacher understands it, is at the same time instruction in language. It is not, however, instruction in grammar, yet it leads to the understanding of the language and to attention to words and expressions in general. Not only the nouns, adjectives and verbs, but the prepositions and conjunctions also, should be managed without the mention of their names, but by using practical examples of them. It is not the object to explain these words, but to use them correctly by means of a variety of exercises.

The best manuals for the intuitional method direct such instruction, and the teacher shows his skill in the suitable choice of objects, and especially in the varied and attractive treatment of them. Less depends on the selection of what is to be discussed than on the way in which the attention of the children is secured. If the proverb "Every way is good except the tiresome" be true any where it is true here. As soon as the children get tired the subject must be dropped. Success depends entirely on the activity of the children. This is true indeed of all teaching, but preëminently so where knowledge and technical ability are not aimed at, but only an awakening of the slumbering faculties, a "formal" end. Attention, liveliness, a desire to observe and to answer, &c., are the measures for judging of success.

If the result is secured, *i. e.*, if the pupil is prepared for learning, the teacher leaves this instruction and advances to study proper, which is likewise intuitional. That is, he proceeds always from facts, from real, undeniable and undisputable facts. The importance of this principle is not yet enough understood, nor has the subject been exhausted by teachers or educators *

* Harder, in his manual (Altona, 1853), differs from these views so far as he makes this instruction the basis of real instruction, and likewise real instruction itself. "But where matter dominates", says Kalisch, "pedagogical management and general cultivation is at an end; for to the teacher matter is secondary".

II. Instruction in Reading, by Honcamp.

Reading writing together (Schreib-Lese-Unterricht.)

1. *Shall the first instruction in reading be begun in connection with the first instruction in writing?*

Most certainly, for reading and writing are most intimately connected.

2. *Was instruction in the former separated from the latter in olden times?*

From ancient times writing was accompanied by reading; but not until modern times (since Graser) has reading been connected with writing in all its steps.

3. *Is this method according to nature?*

It is natural, because reading and writing are properly but two different sides of the same thing, *i. e.*, of the written language.

4. *But is it not easier first to practise the one, and not to practise the other, until the greater difficulties of the former are mastered?*

Quite the contrary. Reading and writing assist each other mutually and experience teaches that the first instruction in either is made more efficient by their union.

5. *In what way shall they be connected?*

The teacher can either (analytically) view the spoken word as a sound, and then have it (synthetically) represented by the signs for the sounds, *i. e.*, the letters, in which case writing is prior; or he may first view the written (printed) word as a representation of the sound (analytically), and then have it (synthetically) reproduced by pronouncing or reading —in which case reading is prior. We have, therefore, either a *Lese (reading)-Schreib (writing)-Methode, or a Schreib-Lese-Methode*—(Writing-reading-method).*

6. *What may be said in favour of the reading-writing method?*

Writing always precedes reading; the inventor of writing did it for reading's sake; he wrote first and then he read. Hence, instruction in reading must be joined to instruction in writing.

7. *What may be said in favour of the reading-writing-method?*

In answering this question we take not the place of the inventor of writing, but of him to whom he first communicated his invention; the inventor taught him first to read and then to write, and in like manner, according to nature, we must proceed now.

8. *Which method is to be preferred?*

It is nearly indifferent either in regard to subject or result whether we put the pupil in the more artificial place of the first inventor, or in the more natural place of the first pupil.

9. *What rules must be observed in the adoption of either?*

Reading and writing must always be intimately connected; the elements of the word must be found by analysis, and made the basis of study; and only such words and syllables must be read and written as have a meaning for the pupil.

10. *Is it not requiring too much of a child, who has not yet mastered the mechanical part of reading, to ask him to think of the contents and understand what he reads?*

Not at all; for word and idea are one, and speaking and thinking are not to be disconnected. "Given the word, to think of its meaning", is not an operation

---

* Reading is always analytical, writing synthetical; but the method of teaching may be different. If reading be separated from writing, the proceeding may be—

(1) Synthetical; where the letter is given, and with it either *(a)* the name of the letter without the sound—*buchstabirmethode*, spelling method; or *(b)* the sound *(laut)* of the letter without the name—*lautirmethode*, phonetic method; or *(c)* the sound and the name of the letter, spelling and phonetic method combined *(Wilging's, Kawerau's;)* or

(2) Analytical; where the pupil reviews the written (printed) matter as a whole that he may resolve it into its elements. The whole is *(a)* a proposition or sentence (Jacotot's method); *(b)* a word (Gedike's method); or

(3) Analytico-synthetical; the child, to become prepared for reading, is made to resolve sentences into words, words into syllables, syallables into sounds, and then the teacher proceeds by the combined method. See Jacobi's book on these methods; also Honcamp's "*Volksschule*", No. 10, p. 20.

In the *Schreib-Lese-Methode* (and *vice versâ*,) it is well to give also the *name* of the sound and letter.

which the pupil has to learn; he does it of himself and has always done it. But to speak, without joining an idea with it, the pupil has to learn, and that too in order to unlearn it afterward with much trouble.

11. *Why is it important never to read meaningless syllables and unintelligible words?*

Because the pupil will read in future as he is taught to read; therefore, he ought to get accustomed from the beginning to seek in all that he reads a proper idea. Every thing not essential, particularly all that would embarrass the first instruction, should be put off to a later time. It is not necessary to proceed from the easier sounds to the more difficult, for the child pronounces all with equal facility; but it is good to begin with the easier letters, so far as their form is concerned, for example, o, i, s, f.

Reading by itself.

Reading may be divided into (1) mechanical; (2) logical (intelligent); and (3) æsthetical (feeling).

12. *Are these grades strictly to be kept asunder?*

No; reading must never be merely mechanical without regard to the understanding; with logical reading mechanical ability ought at the same time to be advanced; nor should reading ever be without feeling; and with æsthetical reading both the mechanical and the logical processes should be practised. The first belongs, in a common school, to the lowest class; the second (logical) to the middle, and the third to the highest class, *i.*, *e.*, they are preëminently to be attended to in those classes.

13. *Wherein consists the mechanical ability of reading?*

In a quick survey of the written or printed matter, and in the ability of representing a row of letters by the right sounds, syllables and words.

14. *How is this ability best acquired?*

By frequent class-reading, which must alternate with single reading, so that the former is always preceded by the latter, which must serve as a model. Single words and sentences are to be repeated until they are readily pronounced. The teacher by his accompanying voice directs as to right pronunciation and accentuation.

15. *Wherein consists logical reading?*

In that the understood contents of a piece are emphasized in conformity with that understanding.

16. *When does the pupil understand the contents?*

When he knows the meaning of the words and the meaning of their relations in the sentences.

17. *When does he understand the meaning of the words?*

When he knows the signification of the derived and compound words by the meaning of their elements, and when he well distinguishes between the proper and the figurative meanings of the same.

18. *Should the exercises in the formation of words, and such as help to understand the rhetorical figures, be practised in the reading lesson?*

They should be combined with grammar, and occur in the reading lesson only so far as is necessary for understanding the words.

19. *When does the pupil understand the relations within the sentence?*

When he knows how one conception (of a word) refers to another; the different conceptions (words) to the speaker; one idea to another; and the different ideas to the speaker. It is sufficient for the pupil to understand these relations without having a conscious insight into them. An analysis of the conceptions and expressions belongs to the grammar, not to the reading lesson, in order not to spoil the pupil's enjoyment of the contents, etc., etc. (The rest has more particular reference to the German language.)

III. Arithmetic (*Rechen-Unterricht*), by A. Diesterweg.

1. *What has brought arithmetic into the common school?*

The wants of daily life—material necessity. Its introduction was historically the first of those which caused a change in the organization of schools. (Rabanus Maurus, in the ninth century, recommended arithmetic and geometry, because they

open mysteries, because the Bible speaks of cyphering and measuring, because we learn by it to measure the ark of Noah, etc.)

2. *Is this the only reason why the present common school teachers retain this instruction, and consider it indispensably necessary?*

Not at all. They have recognized in the right treatment of number, and of its application to daily life, an excellent discipline of the mind; the formal object is added to the material one.

3. *How do they compare in value?*

The formal object has the preference; in no case is it to be subordinate; the development of the mental powers is in every school the chief point. But they do not exclude one another: quite the contrary. The formal end is attained just so far as the matter to be understood is worked through.

4. *What motives decide on the choice and arrangement of the matter?*

First, the "formal" motive, *i. e.*, regard to the mental nature of the children, the laws of human development, and especial regard to the individual nature of the learner; next, various external circumstances—differences of place and time, and of schools. The first motive is universally the same; it dictates the *management* of the number; the second directs the *application* of the number or calculation.

5. *How far ought all to advance in arithmetic?*

The maximum cannot be stated, nor the minimum either, at least in regard to the degree of formal development. It remains to point out the material minimum, and this requires every child to be able to solve the common problems of every-day life. It is neither necessary nor possible that all scholars should reach the same point.

6. *What is to be thought of prescribed rules and formulas?*

They are to be entirely annihilated. No operation, not understood in its reasons, should be performed or learned. The scholar must be able not to demonstrate mechanically each operation, but to give the simple reasons which justify it to the mind. The right deductions from the nature of the number and of its relations are to prove its correctness.

7. *Wherewith must instruction in arithmetic begin?*

With the numbering of real objects (cubes, little rods, fingers, etc.)

8. *What inductive means are next employed, and how long is their use continued?*

The teacher next proceeds to the use of artificial means, as lines, points, cyphering rods, Pestalozzian tables, etc., and continues to practise the simple changes of number with them, until the pupil has a perfectly clear idea of the numbers and of their quantities.

9. *What next?*

The teacher advances to the use of figures.

10. *What is the treatment of the number with and without figures?*

The latter always precedes the former; the written or slate arithmetic every where follows mental arithmetic. Not only does the cultivating power of arithmetic lie in the insight into the relations of number, but also the wants of practical life demand preëminently skill in mental arithmetic.

11. *Upon what chiefly depends that skill?*

First on the ability in handling the decimal principle (*Zehnergesetz*); then on the ability to compare and analyze numbers.

12. *How do the exercises with so-called "pure" and with applied numbers compare?*

The former always precede; application presumes ability in treating the pure number. This being attained, questions, problems and exercises follow, together with denominate numbers, and their application to life.

13. *Are the exercises with numbers from one to one hundred to come in order after the four rules—addition, subtraction, multiplication, division?*

No. All operations ought to be performed successively with these numbers; the regulated uniformity of the operations comes later. (Grube, Schweitzer, etc.)

14. *Shall fractional arithmetic be entirely separated from instruction in whole numbers?*

No. No. 13 forbids it, and makes it impossible; even considered in itself it would be improper.

15. *Which points must be distinguished in practical problems?*

First, the understanding of the words.

Second, the relation of the question to the statement, or of the thing required to the thing given.

Third, the understanding of the way in which the unknown number depends on the number given.

Fourth, the finding of the unknown number from the given number, that is, the calculation, oral or written.

16 *What has the teacher to do in these four processes when the pupil cannot proceed of his own strength?*

In the first, the understanding of the words and things in their relations must be explained, and often directly given.

In the second, what is required must be well distinguished from what is given; the propriety of the question must be accurately considered.

The third point is to be brought out by means of questions from the teacher.

The fourth is an affair by itself, and is the pupil's concern.

An exercise is not complete and satisfactory until the pupil is able to explain these four points, one after another, orally, and without any aid.

The teacher leads by questions (by analysis); the pupil proceeds by synthesis. The former proceeds from what is sought, the latter from what is given.

17. *How is talent for arithmetic to be recognized?*

Besides what has been said in No. 16,—by the independent invention of new methods of solving the problems, of peculiar processes, etc.

18. *In what way may uniformity in arithmetical instruction be gained?*

By solving each problem rationally according to the peculiar nature of the numerical relations occurring in it, and consequently without admitting any external rule or formula, which on the contrary ought to result from the subject itself. Uniformity lies in the rational transparent treatment, and therefore in the mind, not in the form. Good rules, etc., are not indifferent, but they must follow the observation of the thing.

19. *Which is the most simple, natural and appropriate form of managing the problems externally?*

Not the doctrine of proportions; it is too artificial and too difficult for the common school; nor the chain rule, etc. The best form in slate arithmetic for the common school is the so-called "*Zweisatz*", the fractional form (*bruchform,*) which everywhere requires reflection (Scholz).

20. *What is the value of the so-called "proofs" and abbreviations?*

The proofs are, with a rational method, superfluous; the latter are of little value. A well guided pupil finds them out himself, and if, in the highest class, some of them are pointed out to him, their origin, and thus their correctness, must be demonstrated at the same time.*

IV. Geometry (*Raumlehre*), by A. Diesterweg.

1. *Is geometry required in the common school?*

No doubt, for it teaches the *forms* in which every thing appears; the shape of matter and the laws of those forms; the laws of space and of extent in space; the dependence of magnitudes and forms on each other.

2. *Why is such knowledge considered as a requisite for general cultivation?*

Because the whole mass of bodies, the universe, as well as man, exists in space; because without the knowledge of the qualities of space man would be ignorant of that appearance of things which belong to their inmost nature; because geometry teaches how to measure lines, surfaces and bodies, which knowledge is very necessary; because without it man could not divine that the distance and size of the sun, moon and stars could be determined; and because he would even have no idea of the extent of his own abode, and of the mathematical, *i. e.*, fundamental

* No school can do without an arithmetical text-book. Hence it sufficed to give here the principles. These contain the measure by which we have to judge of the value of the text-book.

qualities of the same. All this is consequently requisite for general human cultivation, not to speak of its practical value, as well for female as male education, and therefore for the common school, the school of the people. Without it not the most indispensable part, but an essential part, of education is wanting.

3. *What elements of geometry are to be taught in the common school? and in general what parts of it may be considered there?*

Space admits of "intuitive" (*anschauliche,*) and a demonstrative *(begriffs-maessige)* observation.

The intuitive faculty of man perceives immediately objects in space, bodies in their qualities and forms; with the sense of touch he perceives what opposes him in space, the body and its external form; the sense of sight assists him by determining extent and distance, and by comparing and measuring them. These are operations of *external* intuition. The intellect abstracts the *differentia* of the bodies, and fixes the pure mathematical form, and thus aids the *interior* pure or mathematical intuition. Moreover, the logical intellect, perceiving the dependence of magnitudes on each other, their mutual conditions, the inference of the one from the other, deduces and concludes.

The intuitive part of geometry is that elementary part which is proper for the common school. But thereby is not meant that the pupils should not learn the dependence of one thing on the other; this even cannot be avoided, it comes of itself; but according to the degree of ability, quicker and deeper with one than with another, and one school will make more progress in it than another. But the power to be immediately employed is the faculty of observing—first, the exterior, and then, and preëminently, the interior. The conclusions connected with that observation result therefrom spontaneously; the intellect works without being ordered. Therefore, in geometry, as everywhere—a fact, ignorance of which causes much merely repetitious and lifeless teaching, as well as intellectual dependence and immaturity—the teacher ought to lead the scholar to immediate, true and vivid perceptions.

The strict or Euclidean geometry, with its artificial proofs, is not fit for the common school, nor does it prosper there.

4. *What is more particularly the subject of geometrical instruction in the peoples' school?*

The qualities of (mathematical) lines, surfaces and solids.

5. *What method is to be pursued with it?*

The point of starting is taken in the physical body; and from this the mathematical one is as it were distilled.

The order of single precepts or propositions is, as has been said, as much as possible *genetical.* Pedantry and anxiety are here, as everywhere, prejudicial. The method, always intuitive, requires originality, *i. e.,* the evolving of everything learned from some thing preceding; aims at immediate spontaneous understanding of one thing *through* the other.

6. *What is the immediate purpose of this instruction?*

To understand the qualities of lines, plains and bodies; to measure and calculate them.

7. *What instruments are used by the pupil?*

Pen and pencil for drawing; compass and scales for measuring; the usual measures of lines, surfaces and bodies for calculating.

V. Natural History, by Ed. Hintze.

1. *What method should be used in teaching natural history?*

The method of instruction is the mental development of the pupil by means of the material development of the object. The method is, therefore, essentially a *process* made by the teacher. Since there can be but one such development there can be but *one* method.

2. *Which is that true method?*

The one true method is named from the principle contained in it; it is the developing method.

3. *Wherein consists this developing method?*

In development there are three steps—observation (*anschauung,*) conception (*vorstellung,*) and generalization (*begriff*). Such is the progress of the method. Everywhere teaching begins with *facts,* and therefore in this case with the observation of natural objects. Of these, individual action and growth must be shown,

and the general law of nature thence inferred. In this way and only in this, the pupil is taught according to nature, since he proceeds from immediate observing and knowing to perceiving and understanding.

4. *What mode of teaching is to be used?*

That one which develops by questioning (*die fragend-entwickeldnde*).

5. *Is this mode practicable in all three courses (set down by Hintze elsewhere with regard to the capability of the scholars)?*

In the first course, questioning is predominant; on the second, "*der vortrag*", *i. e.*, proper teaching and explaining must be joined with it; on the third again, questioning predominates. In all good instruction questioning is predominant, and with it conversation with the whole class.

6. *What have we to think of lecturing?*

Lecturing is no form of instruction at all; it is a rocking chair for teacher and pupils; the former has easy work, whilst the latter stare and dream.

7. *What ought to be required of the pupils?*

Their first and chief object must be to learn to *see* right; then follows right reproduction; and the necessary result is right understanding.

8. *What is the value of learning by heart?*

In all instruction nothing must occur which is not understood, and merely learnt by words. One fact well understood by observation and well guided development, is worth a thousand times more than a thousand words and sentences learnt by heart without understanding. A well guided pupil has nothing to learn by heart particularly; what is understood, is remembered for life.

9. *Shall the pupil use a text-book?*

For natural history it is useless. The good teacher does not depend on it, the bad one has a good means to cover his inability, and the scholar has nothing but a dry skeleton.

The teacher must have mineralogical, botanical and zoölogical collections, and, if possible, a microscope.

10. *What must the pupil do at home?*

Write out and draw what has been treated in school—in proportion to his time—in a brief, concise and neat manner. Besides, the well directed pupil will voluntarily and eagerly occupy himself with nature, look with interest and intelligence at plants, stones, &c., and collect them.

11. *How does an able teacher distinguish himself in this study?*

The able teacher takes pains with his school everywhere, and particularly in this branch; all energy, punctuality and vivacity must be applied here, if instruction is not to be a dead and dry mechanism.

12. *What distinguishes a painstaking (strebsamen) teacher?*

The able teacher is found out at school, the painstaking one at home. There are certain branches which are soon done with. But this is not the case with natural history; he who is devoted to it must follow its own path of progress. The teacher must never cease to study, to make excursions, experiments, collections, &c., to search, to listen, to observe and investigate.

13. *What characterizes the inspiring (geistanregende) teacher?*

He is distinguished by a happy development of sound talents, love of study, and devotion to his vocation. By force of application every one may acquire the necessary knowledge, for nature is everywhere. If the able teacher shows himself at school, the painstaking teacher principally at home,—there flows from the inspiring teacher everywhere something that indeed cannot be completely gained by study and application; but an earnest will accomplishes a great deal. Besides, it is true, that as under the hands of Midas everything was changed into gold, so in the hands of an inspiring teacher everything becomes enlivened. As the creative mind everywhere works attractively, so particularly in natural history, zeal, application, love and devotion spring up spontaneously in the pupils.

VI.—Natural Philosophy, by A. Diesterweg.

1. *Should natural philosophy be studied in the common school?*

Certainly. Shall the children in the common school learn nothing of weather and wind, of thermometer and barometer, of the phenomena of light and air, of rain and snow, dew and hoar-frost, fog and clouds, lightning and thunder? Shall

they see the aëronaut, travel by steam, and read telegraphic news, without knowing the how and the why? Shall they remain ignorant of the constituents of food, and of the process of their stomachs and their lungs? Or is it sufficient to read of all this in the Reader? He who answers those questions in the affirmative is either himself an ignoramus or a misanthrope, and he who affirms the last knows nothing of the way in which real knowledge is acquired.

2. *What do we begin with? and when does the proper instruction in natural philosophy commence.*

As everywhere, with showing single phenomena, with intuitive contemplation, with oral representation of what has been observed, and reflection thereupon.

We begin with it in the intuitional instruction of the lowest class. The instruction in geography and natural history develops further the faculty of intuition, and in the highest class the proper instruction in this branch commences.

3. *On what portions of natural philosophy are we to lay stress?*

On all such as belong to the knowledge of phenomena within the pupil's sphere; the knowledge of the most common things is the chief point.

By this principle we make our choice; we omit, therefore, all that is remote, invisible and incapable of being made visible; all that can be demonstrated only by mathematical proofs; and keep within the field of immediate observation, stops with those things which every one may know by observation and experience, and show such things as are not obvious by experiments with simple and cheap apparatus.

4. *What method is to be used?*

To say nothing of the regard for the individual quality of the pupil, the method depends on the nature of the subject and on the way in which man naturally acquires his knowledge. Everywhere man is surrounded by natural phenomena; they happen before his eyes. These, therefore, must be opened, in order to observe apprehendingly, to remember what has been observed, to fix the succession of phenomena, and what is common in a series of similar ones; not only to learn the facts, but also the laws by which they happen, and finally, by reflection, to discover the hidden causes.

Natural philosophy belongs to the inductive sciences, *i. e.*, to those which begin with the knowledge of single facts, abstract from them the law of the process, and then in inverse order deduce the phenomena from the causes.

The way, therefore, prescribed by the nature, as well as the history of natural philosophy, is that which proceeds from observation and experience to rule and law, if possible, advancing to the cause (the so-called regressive method).

5. *What is the aim of this instruction?*

The knowledge of the most essential phenomena, by which man is surrounded, and the ability to explain them, that is, to state in a simple way their causes.

Most important is the knowledge of all that refers to weather, and we expect, therefore, from a graduating pupil correct answers to the following questions:

What is the temperature of the air in the different months of the year? Which is the maximum and minimum of heat in our country, and when do they usually occur? What is the corresponding state of temperature in other countries? What are its causes? How do the winds originate, where do they come from and go to? What are the principal currents of air on the globe? Their causes? What weather is caused by the winds in our country? To which winds is our country chiefly exposed, and why? Origin of fogs and clouds? What is dampness? What causes rain? These and similar questions come so near home to man that it would prove enormous dullness if he did not ask them himself and reflect on answering them. No doubt that such stupidity is still frequent; but no one will doubt what is the indispensable duty of the common school in the premises.

VII. Astronomy, by A. Diesterweg.

1. *Is instruction about the nature of the universe about astronomy expedient?*

Most certainly; we require the same from every man. To any one who does not admit that this is requisite I address the following questions: Has that man an idea of the work of the Creator, and of his relation to both, who is ignorant of astronomy? or even is he a man? No; he is like a brute confined to a narrow sphere, and has not even learned to make the right use of his upright stature, and of his sense for the universe, the eye; he has not enlarged his faculty of observing beyond the smallest compass, satisfied the inborn desire of knowledge, developed his

intellect; he might be compared to a mole that closes its eyes to the light. We justly pity the poor man who has had no opportunity to learn the wonders of the starry sky; we despise him if he has neglected an opportunity; we blame indignantly whatever would prevent his acquiring that sublime and elevating knowledge.

2. *What should every body know of the universe?*

He should know of infinite space, its laws, the qualities of the sun, the moon, and of our solar system, the relation of the planets to the sun, the position of the earth relatively to the same, its rotations and all that result therefrom, as years, seasons, day and night; in short, the substance of popular astronomy.

3. *How is the pupil to learn this?*

By observation—not by books; for from these we get empty words, hollow notions and phrases; books may at best assist the preceding instruction, but they can never replace it; ask among the "educated" people what ideas they have in this respect, though they have heard of all and can talk of all. The true, vivid and moving ideas of the great subjects in question are exclusively acquired by an intuitive, developing instruction.

4. *What, therefore, is the teacher to do?*

He stimulates the pupil to observations; he makes him conscious of what has been observed, by illustrative questions and conversations; he draws his attention to the sublime phenomena of the sky by day and night; he talks over with him such observations as can be made daily all the year round on sun and stars; he fixes these observations in good order, and in clear, well defined propositions. This is the first step. Scientifically expressed, the pupil advances to the point of view—of what appears to the senses—of *spherical* astronomy.

This point being attained considerately and firmly (we must know first what *appears* before we learn what *is*), then reflection follows whether the things really are such as they appear. The pupil advances from appearance to essence or nature. This step is very important not only in astronomy, but in *all* things, and astronomy, for the very reason that it furnishes the clearest and greatest example of this important progress in human education, is of inestimable value. The pupil learns the nature of the things; his perceiving is raised to knowing. Disorder becomes order, variety uniformity, and chaos rule and law. *One* power reigns in the universe, everything obeys his laws, and everywhere there results order, harmony, development, life; and each heavenly body becomes a part of the universe in its infinite sublimity and brightness.

It is worth while not only to hear or to read of that, but to know and to understand it. The pupils now advance to *theoretic* and the *physical* astronomy.

At last there commences the construction of the whole, at least of our solar system, out of the centre. From the beginning instruction proceeds from the periphery, from the point on which the pupil stands; the individual is himself the centre, around which everything is grouped, and to which everything is referred; the observation is *subjective*. Afterward it is made *objective*, and man recognizes himself, the human race and the globe, as a part of the infinite universe.

5. *What has the teacher to attend to more particularly?*

This necessary instruction being still uncommon, we may give here several suggestions:

(*a*) He excludes everything that cannot be brought to sight.

(*b*) He goes always from observation and experience over to reflection and deduction. Astronomy is an inductive science; hence teaching follows the inductive method. The teacher does not "*dociren*", (teach or lecture), he guides; he does not say one single sentence that could not be found by the pupils themselves; for such as cannot be found by them—except historical notices—are not fit for them.

(*c*) He fixes the results in the most definite and pregnant expressions.

(*d*) He brings the things observed, thought, spoken of, to view on the blackboard, and directs the pupils to similar representations. But he does not begin with drawing, this is secondary to the finding of perceptions. He employs everywhere the pupil's imagination; astronomy is an excellent means to lead it on a sure and safe way. Drawing proves the correctness of the ideas, therefore it should not precede. If the pupil makes a correct drawing, it is the surest proof of his having viewed and reflected right.

(*e*) He abstains throughout from any use of models (telluria, lunaria, etc.). They serve afterward as proof, but they may be entirely done without. Who uses them in the beginning is wrong; who requires the pupils to transfer that which is

represented by those models, to the universe, requires what is impossible: nobody succeeds. The value of models, even of the best, is very much confined. They show the apparent things better than the real; but even for the former they are not necessary. The teacher may sometimes, by means of a larger and smaller globe, a candle, etc., represent everything needed. But the perception and representation of what is going on in space, even with shut eyes, is what is indispensable, because it is the principal thing. Whoever does not succeed so far, does not really know or understand.

He who wants to know more may read my "Astronomical Geography" (*Astronomische Geographie*), fifth edition, Berlin, 1855, 1½ thaler. (We may add that this book of Diesterweg's is universally considered as a master-piece of method.—ED.)

VIII.—GEOGRAPHY, BY ABBENRODE.

1. *What are the principles on which the present methods of teaching geography are based?*

They are intimately connected with the general principles of education. Some consider it necessary to proceed from a general view of the globe, in order to gain at first a general outline,—a scaffold, by means of which the building may be gradually constructed in all its details,—and this in such a way that the pupil shall remain always conscious of the relation of the several parts to the whole, and that the latter itself shall gradually be made more and more perspicuous in all respects.

Others think that the beginner should first be led into a sphere commensurate with his faculties, near to him and capable of being surveyed by his bodily eye; and that he ought to be made familiar with it, in order to sharpen his sight and tongue for the later geographical perceptions and the intellect for the relations more and more complicated. Then, and not before, the boundaries of this field should be gradually extended, to give his growing powers more extended exercise, until, at last, in the highest grade of his studies the whole earth is considered in all its various relations.*

Others again are of opinion that the mere observing, hearing and speaking of geographical matter does not give thorough knowledge; that it is requisite to appeal to the spontaneous activity of the pupils themselves, and to cause them gradually to complete drawn or pictured representations of the localities studied. This method they say is not only in harmony with the juvenile inclination to such work, but gives an indelible knowledge of what is pictured, particularly of its relations of form and surface, which will serve as a solid basis for all further instruction.

On these three foundations rest the ideas of the geographical methods now in use—the analytical, synthetical and constructive (drawing) method, each of which, in practice, admits of various modifications.

2. *What are the peculiar advantages and disadvantages of the analytical method?*

One advantage that should not be undervalued is that it designedly keeps in view the connection of the several parts of the earth to the whole, so that from the beginning all discontinuance of the perceptions is avoided. It most carefully regards especially the topical and physical elements, as well as the necessity of graphic representation. It, however, has this peculiar disadvantage that it forces upon the pupil the perception of the whole at a time when he is not yet able to comprehend it fully, and, in particular, not to understand the general relations of climate, soil, produce, etc. It is impossible to carry the beginner along at once in all the collateral studies, *e. g.*, in natural knowledge, so as to thoroughly acquaint him with all these elements. Many things consequently remain an undigested mass, gathered and retained merely in the hope of future understanding.

* Raumer, in his "*Contributions to Pedagogy*", has a valuable chapter on teaching geography, which will be found entire in Barnard's "*American Journal of Education*", Vol. VIII., pp. 111—122. He guards teachers against the too frequent or extreme application of Rousseau's suggestions that the walks of children should supply lessons for map-drawing in the school-room, lest the scholars begin to look on themselves as peripatetic lessons and get a dislike to geographical reading and study. He advises the use of the map of the city or town in which scholars reside as an introduction to the understanding of maps and even the globe. He advises that special attention should be paid to oceans, mountains and rivers, as they help to fix the great facts of history; and of cities, as the most ancient monuments of men. Their sites seldom change; and, with few exceptions, the name of a city once great and flourishing never disappears from the earth or from human history. The poetic side of this study should be cultivated; and the reading of travels, and of the news of the day, and the transactions of commerce, should be associated with it.

3. *By whom has the analytical method been particularly recommended?*

The "philanthropist" Guts-Muths has, in his "Essay on methodical instruction in geography" (*Versuch einer Methodik des geographisches Unterrichts*, 1845), exclusively advocated the analytical method, which is also used almost exclusively in scientific works. (See Berghaus, Roon, Kalkstein, Rode, Barth, Viehoff, etc.) Some have attempted to lessen the inconvenience of analysis by dividing the material into appropriate courses.

4. *In what respect has the synthetical method of teaching geography unquestionable value?*

In that, according to correct principles of pedagogy, a small and easily comprehensible space is treated at the outset; that the most "concrete" things, easily understood by the children, form the ground-work of further instruction; that these small districts or parts are by this method made vividly distinct wholes, the gradual extension of which, and its increasing variety, are well accommodated to the gradual development of the pupil's mind. The subjects and relations thus learned are at the same time the elements of all geographical instruction. Moreover, by this method the pupil gains, within a reasonable time, and in an orderly way, a desirable familiarity with his native place and country; and in case the extent of his studies has to be curtailed, the more remote parts of the globe would be omitted, rather than those with which the scholar and his life are closely connected, and which, therefore, must be most important to him. This method, likewise, admits of laying out definite courses. However, the strict and complete carrying out of it would lead to an improper extension of the field to be gone through, and might, by tiresome repetition, cause other disadvantages.

5. *Who advocate the synthetical method?*

Charles Ritter (see Guts-Muths, *Bibliothek*); Henning, "Guide to methodical instruction in geography" (*Leitfaden zu einem methodischen unterricht in der geographie*, 1812); Harnisch, "Geography" (*Weltkunde*); Diesterweg, "Introduction to methodical instruction in geography" (*Anleitung zu einem methodischen unterricht in der geographie*); and Ziemann, "Geographical instruction in the burger schools" (*Geographische unterricht in Bürgerschulen*, 1833).

6. *What is to be thought of a combination of these two methods?*

Strict consistency in either of them leads inevitably to many inconveniences. Therefore, we must either follow one in the main, and make all kinds of exceptional uses of the other, or contrive to combine them judiciously. It is a great concession made to the synthetical method by the analytical that the latter should permit, as introductory to the proper geographical course, a preliminary one, to include observation of the neighbourhood and its objects; drawing easy sketches of the school-room, house, garden, etc.; instruction in measures of length and breadth (if possible in the open air); experiments in sketching the neighbourhood from an elevated point, with estimates of area by eye, on a small scale (for children of 7-8 years); and geographical instruction on the native country (Province or State), with an occasional exposition of the elementary geographical conceptions. Bormann, who tries to combine the best parts of the two methods, makes the first described preliminary course (somewhat modified, and with the addition of observations of the most simple phenomena of the sky) his *first* course; giving in the *second* a view of the globe, with instruction upon its principal imaginary lines, and the drawing of them, with a general view of Europe, and a particular one of Germany; advancing in the *third* course, to a more accurate description of Germany, followed by a view of the other European and extra-European countries. Such a combination may be considered as appropriate and practical; still it is not the only one possible.

7. *What are the advantages of the constructive (drawing) method?*

The drawing method proposes, by construction of maps, instruction in the elements of such construction, before all regular teaching, to furnish the basis and means of all geographical knowledge. It places especial value on the creative activity of the pupils; and upon such an impression of the pictures drawn that this may be indelible and vivid in the pupil's mind, and form the foundation on which future geographical teaching shall rest. The accuracy and strictness which this method gives in fixing and enlarging the forms is unquestionably very valuable, for very much depends on a thorough acquaintance with these forms. A designedly and gradual advance from the most general ground-forms to the more correct contours, and filling them out afterward with details of surface, is quite correspondent with pedagogical principles. This method, however, requires far too

much in the way of accurate memory of numerous localities laid down. Geography contains still many other things of essential value, for which there would scarcely remain sufficient time and interest.

8. *How is this constructive method usually carried out in detail?*

Agren, general text-book, Part 1, Physical Geography (*Allgemeines Lehrbuch: physische Erdbeschreibung*), Berlin, 1832, would first have the maps of the two hemispheres drawn, on a planispherical projection. Some characteristic points (capes, mouths of rivers, etc.) are then to be fixed and joined by straight lines, to gain a sort of ground-plan of the area. The formation of the coast comes next, and afterward the parts of the surface are put in,—all by fixed and defined rules. This method, therefore, distinguishes between description of the coast and of the surface.

Kapp, "Course of Geographical Drawing," (*Lehrgang der Zeichnenden Erdkunde*) Minden, 1837, takes the square form as a basis, and likewise assumes some characteristic points in the same, which he joins at first by straight lines, until successive corrections give the right representation.

Klöden rejects the gradual elaboration of the right map. According to him it must be drawn accurately from the very beginning by aid of some determining lines.

Canstein takes neither the whole geographical net of lines nor the form of a square; but any convenient geometrical figures, as triangles, rectangles, circles, etc., and uses but few meridians and parallel circles. He admits no copying, nor does he aim at strict accuracy in all determinations of boundaries and directions.

Lohse keeps to the normal directions of the rivers; has copies made from a given model-drawing and requires a memory of what has been drawn.

Oppermann, "Guide to Geographical Instruction" (*Leitfaden zum geographischen unterricht*) gives the pupils the right maps, ready made, in accurate contours, has these contours painted over in the succession in which the countries occur in the lessons, and then the details of the surface put in.

Klöden's method (see above) seems to be the best. On the plan of Bormann and Vogel, the pupils have skeleton maps, with the chief positions already marked (see the maps of Vogel, Freihold, Holle, etc.) and gradually draw the correct maps.

9. *To what limitations is the constructive method subject in the common schools?*

The drawing of maps (by which must not be understood Mechanical copying) cannot of course begin until the scholars have skill in drawing generally sufficient to construct a relatively correct map with some success. But geographical instruction itself cannot be put off until that time; therefore, drawing maps cannot be placed at the beginning, but must take its place in a higher grade. Again, unless geography is to occupy all the study and leisure time of the pupils with making neat maps, not entire atlases, but only a few maps, can be drawn (that of the Native province and country, of one or another country of Europe, of Palestine, etc., but scarcely with advantage, the two planispheres). At school, there is not time to draw everything, and if there were, it would be better used in other things, since map-drawing, an excellent aid to geographical instruction, is not that instruction itself.

10. *What is the proper introduction to teaching geography?*

It must be preceded by an acquaintance with the relations of space in the immediate neighbourhood, and with the geographical objects there, as well as by an elementary knowledge of maps, and thus of elementary conceptions, for the sake of conversing on the same; else the pupil cannot understand clearly nor advance successfully.

11. *What is the value of a preliminary course (Vorcursus) intended exclusively for explaining the fundamental conceptions?*

Those conceptions are indispensable; but to bring them all together in an especial course and to premise them to further instruction is a pedagogical mistake, more inexcusable, in proportion as the course is more extended and abstract. In the same measure as instruction proceeds, the detail and quantity of accurate geographical notions may increase. But the beginning is sufficiently taken up by the first and most general of them, which are to be immediately applied. Excessive and premature expansion is injurious instead of useful. Much more is to be gained by actual observation of the elements of the neighbouring landscape, with a view of frequent application afterward.

12. *What are the practical details requisite in geography?*

There is much to be observed, compared, understood, deduced, combined, impressed, represented. These, therefore, must be cared for in teaching. The means of observation ought to be used in manifold ways, in order to gain the most correct image of the nature and life of the countries, and to illustrate and fix the same by all sorts of proper comparisons of the portions treated.

The teacher's statements should be clear, careful, stimulating, graphic and definite; ought to leave the map only exceptionally; and should be adapted to fix the image in the pupil's mind. He must show how to draw conclusions from given natural conditions, to infer elements from given relations, to transfer the relations of the neighbourhood to distant countries, and to combine partial notions into a whole. So far, the teacher's work is substantially that of communication. Mere reading, or uninterrupted talking, does not in the least accomplish the right work of geographical instruction.

The next important object is drilling, by a repeated review in the same order, or by an appropriate course over similar fields, by exhibiting sufficient representations of objects which can be impressed only mechanically, by imaginary travels with or without the map, by drawing maps from memory, by written answers to principal questions, etc. Hence, it follows that teaching geography requires manifold efforts, and that the teacher must be a good geographer and an able teacher, to be very successful.

13. *What position in geographical instruction is due to reading from the map?*

At present it is no longer sufficient, with text-book in hand, to merely point on the map what is spoken of in the book,—situation and boundaries of countries, beds of rivers, chains of mountains, places of cities, etc. The teacher must know how to read maps, and to teach them, *i. e.*, not only to describe what figures and in what order and connection they stand on the map, but to translate the map, line by line into the real world, in order that this be faithfully impressed in the mind, to be at any time reconstructed from it. He must understand the contents and meaning of the hieroglyphics of the map, and know how to exhibit them in an orderly and appropriate way as we read a book. In reading a book, it does not suffice to find out the letters, to comprehend the single words and their conceptions, but the whole idea must be clearly understood and reproduced. The study of the map ought to render a great deal of the usual contents of the geographical text-books quite superfluous, that the pupil may not cling slavishly to the dead letters of the text-book, but may depend on the lively picture of a good map.—(See Bormann and Sydow on reading maps.)

14. *What is the value of the "comparative method" of teaching geography?*

If the material were such that all parts of it should be learnt quite separately from each other, it would not be worth while to use this method, for the gain in mental cultivation would be small. But since numerous conditions are the same or similar in many countries, it is natural, even for externally facilitating the understanding, to try, by comparing them with those of other countries, to know the nature of both countries and the effect of those conditions on nature, situation, boundary, size, elevation, watering, climate, produce, population, means of commerce and travel, etc., and many other subjects, are suitable for comparisons. The comparison itself is an excellent introduction to the object, induces more acute observations, memory, reflection, a sagacious detection of differences, and becomes thus an efficient means of cultivating the mind. It is this which makes geography a refreshing as well as scientific exercise of the mind; since the mastering of a more or less extended scientific apparatus is both a means and an end. However, even in a small sphere and at the first beginning, these comparisons may be used, and then, as the student's horizon gradually expands, they will become more various, attractive and instructive, and will preserve the mind from that fragmentary and mechanical learning, by which the end cannot be attained.

15. *What success may be expected from geographical pictures?*

Maps are but symbols of real nature; they represent by a hieroglyphic type a number of natural elements for large territories, without being able to represent correctly the real objects of small areas. But a well-designed and sufficiently copious collection of vivid and correct pictures, on an appropriate scale, well coloured, containing mountains, valleys, plains, rivers, woods, prairies, fields, houses, bridges, ships, men, animals, etc., or a choice collection representing the co-operating elements of nature in the most various places, in all zones, would be in a high degree instructive for the more advanced scholars. Then the eye might survey the whole landscape of natural and human life in its mutuality and connection, and

would bring near the characteristics of the most distant countries; nearer than is possible by the most vivid description in words with the map only. For beginners, such pictures would be distracting; but, at an advanced period of instruction, nothing could be more useful. They would enliven the oral descriptions, and their impression would endure for life. With this conviction some editors of maps (see Vogel's Atlas) have renewed the illustrations of maps, common in the middle of the past century, by no means merely for mere ornament, and have added marginal designs from the natural history of the world. Even in mathematico and physico-geographical maps (see Berghaus' Physical Atlas) this idea is made use of.

16. *What is the value of the so-called characteristic pictures* (CHARACTERBILDER) *?*

It may be said briefly that the geographical *Characterbilder, i. e.*, characteristic representations or descriptions of certain districts, afford a sensible view of the real life of nature, by developing, as upon a single characteristic locality of the globe, by the use of elements found elsewhere, with some modifications, the totality of this life in its various respects and relations. By a well-selected succession of such representations, the sections, as it were of a picture of the whole earth, are given, and may afterward be joined into a whole. If they are written ably and sensibly, they have, besides their geographical importance, a great influence on æsthetic and linguistic education. It might be questioned whether near or distant countries are to be chosen, since the latter contain the greater number of unknown things; but practical teachers will prefer to begin with what lies nearest, and must, therefore, be most important for every one; as moreover this material contains enough to be learned by a beginner.—(See Vogel's and Grube's "*Characterbilder.*")

17. *What position should be allowed to the geography of civilization* (*culturgeographie*) *?*

It is not the earth, with its life, but man upon it, with his life, which is most interesting to man. The former interests us only on account of its intimate connection with the latter. To explain this connection is the difficult problem of "culture-geography", which, for working out all the most different influences of life and nature into a transparent and ingenious whole, requires the highest degree of mental power, and has its place, if anywhere, only at the end of geographical instruction. Several movements of the human race must be discussed previously, and a satisfactory understanding of them is probably in all cases very doubtful with scholars who are not sufficiently prepared for it.

IX.—HISTORY BY, ABBENRODE.

1. *What are the material conditions requisite to make history an important means of mental cultivation?*

The material ought to be selected with reference to the intellectual standing and wants of the pupil, to be formed into a well-systematized whole, and to be so used in teaching that, by its vividness and truth, as well as by its attractiveness for the juvenile mind, it may arouse and strengthen, improve morally, prepare the pupil worthily for practical life, and nourish in him a Christian spirit. Of course the character of the nation to which the pupil belongs is prominently to be considered.

2. *What personal conditions influence the cultivating power of the study of history?*

As the totality of the pupil's individuality requires in historical construction great regard, and as very much depends on the tact with which his mental powers are nourished, so the effect of history on his mind depends even more on the ability and character of the teacher. Unless he possesses, together wtih the requisite external skill, a sufficient knowledge of history, true piety and a noble heart, and unless, besides being a man of veracity, he has acquired conscientious impartiality and the circumspect calmness of a clear judgment, he cannot hope that his pupils will experience the cultivating power of history.

3. *What are the leading characteristics of the proper material?*

The most essential of these materials are (a) the political, under certain modifications, particularly that of the Native country; (b) history of civilization, under some limitations, particularly that of the Christian church. Though the material chosen under either of these heads may be throughout kept asunder, and, in fact, has been so very often in historical works, yet an appropriate combination of

the two for construction must be recommended, since they supplement one another usefully, and in practice admit quite well of this mutual compensation. Our German youth need above all the history of Germany, and where there is occasion, the attention should be fixed on the ecclesiastical, scientific and artistical development, as well as on the formation of the character and manners of the nations. Which of the two sides, and in what proportion, is to predominate depends on the particular wants of the pupils: still the history of the church is of especial value.

4. *What are the principles of teaching history in school?*

Historical instruction requires in all cases a narrative form. In proportion to age and ability, the narrative will have the character either of biography and monography, or will represent, in chronological order, definite groups of historical facts in their interior connection without any exaltation of the authors of the events very high above the common level of life. In either case the teacher may choose an ethnographical or a synchronistical order. The pragmatical method, right and important in itself, has in most cases at school an unsatisfactory result, even in higher schools; since even the well-prepared students of the gymnasia (colleges) want the maturity of life which must aid the pragmatical understanding. Finally, the method of universal history is quite unsuitable to schools.

5. *How have those principles been practically used and expressed hitherto?*

History has been from the most ancient times written and taught in all forms. It has been a monumental narrative of the exploits of whole nations and privileged individuals. Each ancient people has, out of a certain necessity, written and taught its own history—some classically—for all time. Besides, modern nations have taken hold of the history of other countries, particularly of old Greece and Rome, and reflected them in the mirror of their own perception; they have created the representation of a history of the world—general history. This has led to teaching general history, either connected with that of the church or separate from it. The almost exclusively "scientific" method of treating the same in writing and teaching made it suitable only for such as wanted a "scientific" (collegiate, &c.,) education. Others neither could nor should learn it. But since a common inclination to acquire historical knowledge has sprung up, in consequence of a more general education in better schools, it suffices no longer to confine this instruction to the disciples of science, nor to satisfy with general notices from history. The people, even in the lowest classes, will and should partake of it. This has led to manifold and successful attempts to find a suitable way of treating history, and to give the common school a share in its profits.

Several popular and practical methods of teaching history have arisen which, though differing in many respects, agree very much in their fundamental ideas. These methods may be distinguished first, as being chiefly restricted, the one to *biographical* and monographical narrations, the other to the *natural* and *temporal connection* of historical events. In the former case the chief persons and events to be spoken of are at first arranged by beginning from modern times and proceeding in a *retrograde order* to certain primary epochs, in order to review the whole afterward from these points more thoroughly by descending in the natural order of time. Or, the most important phases of the development of national and political life are made the centres of an arrangement by groups which treats the facts and persons that are the types of that development, through all all time, in definite periods, and only occasional side-looks are cast on cotemporaneous events.

In the other case, either the historical material is arranged in chronological order, and divided according to its nature in the different ages amongst single nations (ethnographically) from their rise till their fall; or all nations are treated side by side at the same time in periods (synchronistically) in order, on arriving at each new epoch, to gain a general view of the devolopment of the whole human race.

In both cases it is either the history of the Native country, or the general history of civilization, or that of the Christian church, by which the point of view is regulated, and on which the chief stress is laid.

6. *What are the advantages of the biographical method?*

As long as it is of consequence to arouse the historical sense of beginners, and while these are not so far advanced as to understand the general state of a nation, since their interest for individuals preponderates, so long it is quite natural and profitable to join all history substantially with the biography of the representative chief men, at the same time with which the outlines of the chief events may be

surveyed. Even at a later stage the biographical element has a high value, since it may give, along with narratives of individual experience, especial relations of the general development of events, such as facilitate their understanding and enlarge knowledge at the same time. Even the hidden motives of facts are not laid open to the historian, until he has looked sharply into the particular life of the leading and cooperating individuals, who either receive or help to give the character of their time. We may add the general human interest excited by personal experiences of life and the moral influence exerted on susceptible minds. Dry generalities and outlines can of course never excite such a lively interest as good biographical narrations.

7. *What are the objections to the exclusive use of the biographical method?*

A mere succession of separate biographies will never show the real course of the general development of history; they are even the best, mere fragments and portions, but not history itself in its inner moral connection. Moreover, the description of the outward life of historical persons as sufficient for beginners is indeed generally not difficult; yet it is so, in a high degree, to enter into their inner life and character, whence all their actions originate. It presupposes so much knowledge of the human mind, so much self-denial and impartiality, requires such an expanded and detailed knowledge of the material for understanding motives, that it is as rare to find good biographies as it is rare to find those conditions combined in one man. The usual biographies swarm with generalities and partial judgments.

8. *What is the value of the regressive method?*

Strictly speaking, the regressive method is the preferable one for historical research. Facing the events, it inquires into their immediate causes, and goes back to the remoter ones, in order to re-construct philosophically the history which has been developed according to a higher and divine plan. So far as the method of research is to be represented by the method of teaching,—as it sometimes has been required,—the regressive proceeding is correct; besides, it is formally practicable without difficulty. But it is contrary to the process of historical narration, and begins almost necessarily from characters and epochs of modern times, by far too complicated for beginners, and such as to prevent usually the combination of truth with popularity. Besides, this method could be applied only at the beginning, and would soon necessarily pass over into the chronological one.

9. *How far is the chronological method valuable?*

The historical events develop themselves in time; the natural course of the latter is, therefore, both back-ground and frame of the former, since it constitutes the thread of the narration. Time facilitates comprehension, remembrance, and comparison of historical movements; it marks best the sections and epochs of development, favours thus the rudiments of historical instruction, and, in general, is indispensable. History may be treated in the one or the other way, with beginners, or with advanced scholars; but the succession of time must be necessarily cared for.

10. *Under what circumstances is the ethnographical method suitable?*

After the primary course, which lays the foundation (biographical and monographical), has been finished, and a second one has led nearer the more general connection of the chief movements in history, then it may be useful to pursue the history of the prominent modern nations, ethnographically, from their first rise until their present state. In ancient history it is a matter of course to proceed chiefly in the ethnographical way, because those nations have led for a long time a separate life, and after a victorious conflict with neighbouring nations have merged them in their own life.

11. *What are the difficulties of the grouping method?*

The idea of pursuing material similar, by interior connection, through all centuries, and of joining it into a whole, is in itself well enough. But, on the part of the teacher it requires an unusual knowledge of particulars in the development of nations; and, on the other hand, the problem is too hard for the juvenile mind. It may be that many things can be omitted, or at least treated separately as a matter of secondary interest; but it is questionable whether they would be advantageous with reference to the whole. Besides the hard problem must be solved of connecting finally the single parts of development into a totality.

This method, even for the especial history of a nation, the German for instance, is attended with great difficulties, but these would increase if it should be applied to all other civilized nations. For, by its nature, it lays the chief stress on the

development of civilization, and displays but on such points the characteristics picture more fully, when it is desirable, from a national and patriotic point of view. The entire plan, so far as I know, has not yet been practically carried through.

12. *When has the synchronistical method its right place?*

Synchronism is not suitable for beginners. It requires an advanced standing, to view the contents of entire periods of the development of nations, and understandingly to pursue the gradual progress in it. To whoever is not able to survey that progress in its degrees, and when arrived at a remarkably high point, to bring afterward the different conditions of other nations to view, interweaving them with the former picture and thus to compose a totality of those intermixed developments, to him a synchronistical treatment of history remains sterile. Therefore, scarcely even the pupils of the first class in our higher seminaries of learning can be considered as sufficiently prepared for it.

13. *Who has recommended the biogrophical method?*

It may be said the entire modern school has unanimously recognized it as the best and most suitable for beginners. For this grade, nearly all modern methodic histories contain only such material as is fit for biographical instruction. In higher schools, a biographical course has been arranged in the lowest classes, and approved everywhere by the authorities.

14. *Who has recommended the regressive method?*

Dr. Kapp, in his general work, "Scientific School Instruction as a whole" *(der wissenschaftliche Schulunterricht als ein Ganzes)*, Hamm, 1834, is one of the first. Dr. Jacobi has recommended it, especially for the history of the Native country, "Outlines of a new method, &c." *(Grundzüge einer neuen methode, etc.)* Nürnberg, 1839.

15. *What is the origin of the chronological method?*

From time immemorial scarcely any other method has been used in Germany than this; now joining synchronism, now following the ethnographical principle. Until this hour it prevails in the majority of schools, of classical histories, and of text-books on history. It has been modified by many competent historians and teachers, for the various purposes of elementary, burgher, and real schools, and gymnasia. Some introduce it by mythology, others by a biographical course. Some give the first place to ancient history, others to national history; others, again, attempt to suit the various wants, by a particular partition of the material, by all sorts of principles of treatment, by accommodation to the different stages of life, or by raising certain historical pictures (*characterbilder*) above the general course of history.

16. *Who has tried to introduce the grouping method?*

Stiehl (now Privy Counselor) has proposed, in a little book, "Instruction in the history of our country in the elementary schools" (*Der vaterländische Geschichtsunterricht in unsern Elementarschulen*), Coblenz, 1842, to promote instruction in the history of the fatherland by a vivid transfer into the midst of national life, by historical facts grouped around a national calendar, with the exclusion of systematic chronology, and by presenting the coherent material well wrought together in one mould; besides, making the whole more fruitful by communicating important patriotic documents and like best patriotic songs.

In a different way, Dr. Haupt, in the preface to his "History of the World, on Pestalozzi's principles" (*Weltgeschichte nach Pestalozzi's grundsätzen, etc.*) Hildburghausen, 1841, recommends a grouping of the entire history after certain categories of the material (home, society, state, nation, religion, science and art), in each of which the suitable material of all time is comparatively placed beside each other.

17. *What are the most recent tendencies concerning historical instruction?*

On the one hand, it is recommended to interweave classical sentences and good historical poems, in order to vivify historical instruction by dramatizing it, and so impress better the chief epochs, especially of natural history, by story and song. On the other hand, for the sake of concentration, various combinations with geography, natural knowledge and religion, and even with the hymn book, are recommended. An endeavour has also been made to simplify the material for common wants, by cutting off the less fertile portions, particularly of national history, and to compensate for this by entering deeper into some chief characters and events. This has fixed attention more and more on historical *characterbilder*, which are now in various works, at the teacher's command, to be used chiefly for a good Christian and national education. Particularly, it is endeavoured to view more

closely the civilization of nations, especially of one's own; to give more Christian and dogmatic matter; to introduce the youth rather more into the historical development of the social orders and classes than into the history of the world; and to find one's own account in the execution. For each of these tendencies respectable voices have been heard.

18. *What is to be thought of these tendencies?*

It is a pedagogical mistake to do too many things at once. The teacher of history must abstain from teaching at the same time catechism and natural sciences; they do not belong to history. Further, the hymn book cannot be considered as a suitable guide for instruction in national history, to say nothing of the obscure origin of many songs in it. To interweave many sayings of a celebrated man, even to make it sometimes the centre of the narration, may be quite suitable. It may be very effective to celebrate a great hero or event of history, besides elevating and improving description by a good song also. But more important is it to simplify and to enter deeply into the chief points, and therewith to nourish earnestly a patriotic and religious sense which may, no doubt, be much aided by good national "*characterbilder*". A prominent regard for the orders of society is not only difficult, but even not without danger. To save better care than hitherto of the progress of civilization, and to avoid subjective tendencies, particularly in modern history, will be approved by all sensible persons.

19. *How far is geography to be cared for in teaching History?*

Up to the present time all attempts to combine, after a definite plan, all historical with all geographical instruction, have nearly failed. The common way in which it is done now is either to premise to the history of the various nations, and states the related geographical matter, or occasionally to insert it in fragments. In this way of course geography has not its degree, because for many geographical objects there are no points of reference and connection. Further, it would be necessary to explain at every time only the corresponding geography of that period, so that a comparison with the geography of the present time would be needed—a necessity that has always great difficulties for young people. The plan by which certain geographical sections alternate with historical ones (the former analytically, the latter chronologically), no one would consider as a praiseworthy combination. In whatever way it is done, it is indispensable to make the geographical field of history as clear as possible. Instruction in history can neither be tied to a specific plan of teaching geography, nor can it aim at an appropriate and complete finishing of the latter. The same is true *vice versâ*.

20. *What is the value of historical poetry in teaching history?*

So far as historical poetry keeps within the sanctuary of truth, its artistical glorification of characters and deeds is unquestionably of high value, and the appropriate use of it cannot be too much recommended. But as soon as it leaves truth and idealizes poetically the historical persons and their exploits, it is no longer of importance for instruction, even if the poems be of great poetical value.

21. *Why are the historical dates so valuable?*

It may be asserted without hesitation that, without fixing the dates, instruction and a ready knowledge of history is impossible. As long as the pupil is not yet conscious of the distinction of time in its practical worth, the general outlines of the historical event may be sufficient; but as soon as that consciousness is awake, the event and person must be connected with the date, in order that the former may be better remembered, better understood in its position of time, and better distinguished from related phenomena. The dates are the most simple monitors of memory, and can never be entirely omitted, though they ought to be limited for children, and sometimes to be made round numbers, for the sake of memory. They help to regulate the material in the easiest way, and join the natural development of events; nay, a sensible arrangement of them often aids the understanding of related events better than long expositions could do.

22. *What is the didactic value of good historical pictures, maps and tables?*

In teaching very much depends on making history intuitive and lively. It is therefore desirable to aid the oral address by appropriate means. Such are historical pictures and tableaux, since they represent often the historical action more clearly in one moment than the most copious description by words. Of course they must be true and of artistical worth. Historical maps aid best the perception of the geographical extent of a historical transaction, and often afford the most natural representation of its results upon the position of nations and states to one another on the globe. Tables facilitate both a short review of the chief events in chronological and synchronistical order, and a firmer impression on the memory, by

bringing to view the rise, fusion, separation and falling of nations, etc. Also they can best represent, in side columns, the different movements of development at the same time in state, church, science and art.

23. *In what respects does private reading further historical knowledge?*

Since it is impossible to treat in school everything desirable for youth, it is very important that appropriate reading in private should assist to complete the historical knowledge. It is indispensable for a more detailed familiarity with the chief characters and events of the world or the country. Fortunately, the desire to read history is as natural as it is common among youth; and even to a more advanced age there is no better occupation in leisure time than historical reading.

APPENDIX IX.—(18).

REPORT ON VERNACULAR LAW BOOKS.

(Drawn up under instructions from Dr. Leitner *by Pundit* Ram Narain, *Assistant Law Lecturer, Punjab University College.)*

In the Punjab and various other parts of India Urdu is the recognized court language, and yet, strange to say, it literally possesses no law literature at all. Excepting authorized translations of Acts of Legislature, circulars and notifications, one can hardly find a dozen law books (worthy of the name) in that language. I am very doubtful whether even translations of all the Acts of Parliament applicable to India are available. I have made some enquiry with regard to them, and have found only translations of 24 and 25 Vic., Cap. 67 (The Indian Council's Act.) This translation, which was published in the *Gazette*, is the worst I have ever come across. It is very inaccurate, so unidiomatic that it is a misnomer to call it an Urdu translation, and so unintelligible that not even one section can be understood without referring to the original Act in English.

The few books that we possess are mostly annotated editions of Acts and Codes with nothing of real importance in them, except a number of rulings collected under different sections. These rulings are often very badly quoted, and the real points sometimes missed. The notes in themselves are so defective that one cannot be satisfied without referring to the original reports, which in ordinary cases is practically impossible, inasmuch as (1) old law reports are very scarce, especially in the mofussil, and (2) even if procurable, they are to be had in English only, and are therefore almost useless to those who are unacquainted with English.

These books, few as they are, may be of some little use to a practitioner or even a vernacular-knowing Judge, but can in no way be instructive or useful to a student who should learn not only what the law is, or what has been held to be so by a certain High Court, but the reason why the law is so framed, the principles upon which it is based, and the reason why a certain well-known principle has been deviated from in any particular case.

The Acts of the Legislature, though they lay down the law, are not in themselves sufficient for a student, a practitioner or even a Judge. They generally require to be studied with great care with the assistance of commentaries, annotated editions, English law text-books and law reports. A student really stands in need of a number of well-selected books to master a particular subject, and the stock upon which the unfortunate vernacular student has to depend is almost *nil*.

The evils of the existing condition of vernacular law literature are most conclusively illustrated by the present class of petition-writers, appeal-writers, and even vernacular-knowing mukhtiars and pleaders, who, although they may be able to quote a section or even a ruling on a simple point or ordinary question of law, find themselves quite at a loss when a question involving the consideration of principles of law or the construction of a statute, &c., presents itself before them in any particular case. I need hardly mention that the real sufferer in such a case is the poor unfortunate client who, in the mofussil, may be ruined through the ignorance of his advisers.

I know there are some who maintain that it is impracticable to make good and sound lawyers of men who only know the vernacular, as it is very difficult to place them in possession of such a vast number of law books in the vernacular as can be had in English, that it is very difficult to translate law books into the Urdu language, as the terms used in it are often vague and ambiguous, and that it would be very expensive to undertake such translation.

I admit that the task is difficult and expensive, but it is not impracticable. Besides, for the good of the public, and the better administration of justice, it is imperatively necessary to undertake the work. It is not likely that English will become the universal language of India *at least* during the next two centuries. So the vernaculars of this country must remain court languages, and, as far as the Punjab and North-West Provinces are concerned, we have to deal with the Urdu language. Nor is it the policy of Government to entrust the duty of administering justice exclusively to the "English" educated class, and, in fact, in the Punjab almost all judicial appointments open to the Natives are, as a rule, always given to gentlemen who only know the vernacular. Judges unacquainted with English should also be well up in the law in order to discharge efficiently the duties entrusted to them, and as it is impossible to learn a subject thoroughly without having any books to refer to, I should say that it becomes very necessary for Government to take steps to make its own officers and dispensers of justice efficient by providing them with the requisite means. By way of remark only, and without the slightest intention of reflecting on the present class of only "vernacular-knowing" judicial officers, I am compelled to say that they often commit serious mistakes from sheer ignorance of law. This necessarily causes much loss to, and inflicts great hardships on, the litigants, as judicial officers are by law protected from the consequences of all mistakes and blunders, however gross and serious they may be, as long as *mala fides* is not shewn. I would also submit that it is as much the duty of Government to see that none but efficient and duly qualified pleaders are allowed to practise, as it is their duty to nominate only efficient officers for the administration of justice, and if there be found any obstacle in the way of efficiency of either the Bench or the Bar, it falls on Government to take the necessary measures to remove it.

I think that any one who will give serious thought to the question will come to the conclusion that it is advisable, if not indeed essential, to have good translations and adaptations of standard English and Indian law books made for the benefit of the public and judicial officers in order to give them an insight into the admirable principles on which our laws are based, and the excellent reasons which learned Judges have given from time to time for settling doubtful points of law. I have suggested *adaptations*, as mere translations of even such excellent works as Brooms' Commentaries on the Common Law of England, Brooms' Legal Maxims, and other works of acknowledged value would perhaps not be so useful in this country as adaptations. Although the Indian law is based on the English law, yet the Statute law of India sometimes differs from the English law on important points, and therefore the mere translation of a purely English law book may be confusing and even misleading to the general class of readers.

The next question to be considered is how this plan of translations and adaptations is to be carried into operation. I must at once say that this object cannot be achieved without the assistance of Government. It may be asked why should not a real want be sufficient to induce competent men to translate and adapt without the aid of Government? The answer is simple: The work is difficult—every translator cannot do it. The translator or compiler should be a lawyer, and a lawyer who must be well up in the subject he deals with. It is also necessary that he should be a good English and Vernacular scholar. Now, as far as I know the Punjab, I can state that there are very few lawyers of *this* stamp in the Province, and that naturally they have enough of professional work in hand without turning their thoughts in the suggested direction, especially as translations would not be very remunerative, bearing in mind that a vernacular book, howsoever useful, cannot fetch even half the price of a similar work in English, and that, as a matter of fact, a law book in the vernacular can only find a limited number of purchasers in this country. I am not in a position to speak so confidently of the North-West Provinces, but from the very small number of books that have come from that Province, I am afraid the good lawyers of that place also do not find this task so remunerative as to induce them to undertake it.

So if my proposition, that it is necessary for the better administration of justice to have good law books in the vernacular, be conceded, the only practicable way would be for the Government, at least for some years, to invite and encourage the preparation of good law books in the vernacular. After a good number of books on different subjects have been prepared, the Government may safely withdraw from the task. Sufficient material must first be provided in the vernacular for future writers and translators whose task would thereby become much easier than it is at present.

This object may then be accomplished by Government in one of the two following ways, viz.—

(1) by Government employing a staff of really good and competent translators whose duty it would be to translate and adapt such works as they may be directed to take in hand by a special Committee appointed for that purpose, or

(2) the Government may, through a special Committee appointed for this purpose, issue every year a notification fixing a first and a second prize for translations or adaptations of certain standard works from English or Indian law. It should be made a necessary condition that the work so prepared should clearly shew where the Indian law differs from the English law, and the reasons which have led to the change being introduced by the Indian Legislature. Contract Law and Evidence Law must naturally be the subjects to be taken up first. Brooms' Legal Maxims, Blackstone's Commentaries, Austin's Jurisprudence, and other works of a similar nature, as may be selected by the Committee, will also have to be rendered in the vernacular.

A handy work on the Constitutional Law of India is very much needed. This is a subject of which the "vernacular-knowing" men are totally ignorant. This is not the place for me to discuss the importance of this subject, and it may be quite sufficient to notice here that this is a subject prescribed by the Punjab University College for the First Examination in Law and the Final Examination in Law, and that one entire paper of questions is devoted to this subject in these examinations.

Leading cases on Hindu and Muhammadan Law, well selected and properly arranged with notes and explanations, would be of the greatest practical use to the Judges and practitioners who only know the vernacular.

Popular hand books on the various branches of law would be very useful to the public, and may even advantageously be introduced into the vernacular schools in the mofussil.

Of course it will be the duty of the Committee to see that the law is correctly stated, and that the style is simple, idiomatic and intelligible.

I herewith annex a list of law books in the Urdu language (excepting Acts, Circulars, &c.) which I have been able to collect after some search and enquiry, as there are very few persons in possession of even these few books.

LAHORE;
The 8th June 1877.

List of Important Law Books in the Urdu Language.

	Name of work.	Name of Author or Translator.	Where published and when.	REMARKS.
1	Criminal Procedure Code (Prinsep's Edition) ...	Muhammad Ismail, Pleader, Calcutta	Calcutta.	
2	Digest of cases on Criminal Procedure Code ...	Ditto	Ditto	Very badly arranged.
3	Mayn's Indian Penal Code	Fagan	Ditto	Notes certainly valuable, but very badly expressed.
4	Mortgages (Macpherson)	Buta Sing's Edition	Lahore, 1871	Bad and incorrect translation.
5	Evidence Law (New)	Muhammad Ismail, Pleader	Calcutta, 1872	Not very useful.
6	Evidence Law (New)	Sayad Mahmud, Barrister-at-Law, Allahabad ...	1876	A really good and useful work.
7	Torts (Collett)	Pundit Radhakishen, Pleader, North-Western Provinces	Agra, 1876.	
8	Torts (Addison)	Pundit Raj Nath, Pleader	1874	Only portions translated. Not of much use.
9	Court Fees Act (Clifford's Edition)	Muhammad Latif	Lahore.	
10	General Stamp Act	Kanhya Lal Pundit	Agra, 1875.	
11	Limitation Act	Muhammad Zakarya Khan, Pleader	Aligarh, 1875.	
12	Makhzan-ul Kavanin, or Digest of Indian Laws ...	Munshi Cheytan Lal	Ajmere, 1876	A collection of Acts similar to Lyon's Law of India. Acts not given in full.
13	Tremlett's Punjab Civil Code	Pundit Sooruj Bhan	Lahore.	

NOTE.—From this list I have excluded Acts, Circulars, some old repealed law books, and the existing (but rare) editions of recognized works on Hindu and Muhammadan law.

APPENDIX.—IX—(19).

Extracts from a report on the law classes of the Punjab University College, containing suggestions for the improvement of legal studies, generally and for the creation of a Native Bar, by Dr. G. W. Leitner, of the Middle Temple, Barrister-at-Law, late Professor of Arabic with Muhammadan Law at King's College, London, Member of the Law Faculty, and Acting Law Lecturer of the Punjab University College.

THESE classes were founded at my instance ten years ago, and were re-organized by the Punjab University College, with the approval and generous co-operation of the Chief Court, in order to provide thoroughly trained lawyers for this Province, who at the same time should be educated gentlemen. With this view it was laid down that no student should be admitted to the law examination (with the exception of special cases allowed by the Chief Court) who had not passed the Entrance Examination of the Punjab University College or a recognized University. It was also hoped that in course of time under graduates of standing and graduates would be attracted to these classes, and that facilities would be given to them to complete their liberal as well as legal education, and that our Law Faculty would succeed in creating a learned profession in this country which should be generally respected, and which, independent of Government employ, would aid in the administration of justice and be a support to our Government by its spirit of law and loyalty. When I, however, joined I found that, out of 27 men in actual attendance, 14 were "special cases", who, having been permitted to attend by the Chief Court, must, of course, be deemed to be unexceptionable, but who do not belong to the class which the Chief Court desire to encourage. Of course, had there not been these 14 men, the classes would have been in even a more reduced condition than they were when I took them over. The number of students was quite inadequate to the requirements of the Province, and although it has never been our aim to flood the country with lawyers, it has certainly been the intention of the founders of these classes to render the supply an *adequate* one. Considering that we only passed four men last year, whereas 699 were passed by the High Court at Allahabad, of whom those who have obtained a diploma of legal qualification from the North-Western Provinces Law Colleges can practise in this Province* in accordance with Rule III—2 of the Chief Court Circular No. VII.—1204, dated Lahore, 19th May 1874 (*vide* Calendar, page 94), we have scarcely succeeded in supplying an adequate annual proportion of cheap and able Punjabi lawyers for the requirements of the 32 districts of the Punjab. By the smallness of our numbers we either create a disastrous legal monopoly, or allow our students to be supplanted by men from other Provinces, whilst the inadequacy of our tuition (as will be shown further on) and any undue increase of "special cases" would defeat the object of the Chief Court in re-organizing these classes.

It may be considered that it is difficult, if not impossible, to get the right sort of men. I would humbly state that I have not found this to be the case from my own experience During the few weeks that I have been in charge the classes have been doubled, and this too by the accession only of graduates and undergraduates. There are now five Bachelors of Arts, or High Proficiency men, attending the Law Classes, whilst the rest are all under graduates of good standing. The entrance and other fees will this month more than cover the salaries of the Law Lecturer and Assistant Law Lecturer. The principles of Jurisprudence and the History of Law are being taught in addition to the prescribed Codes, and with every deference to those who think differently, I see no difficulty in *adapting* the highest legal teaching also to our vernacular, system of instruction. In order to achieve this most desirable object I would venture to propose that a treatise be written in Urdu on the principles of our law and administration in India for the benefit of our vernacular classes, that the lectures of the Law Lecturer be published and translated, and that both the English and Vernacular classes proceed *pari passu*.

It is true that we have not yet succeeded in attracting sons of Chiefs, † but it is obvious that if *nominations* to appointments like those of Tahsildars, Extra Assistant Commissioners and Munsifs would be given only to those who have rendered

* It seems only fair that students who have passed the Law Examinations from our law classes should be entitled to a similar privilege in the North-Western Provinces, and I would venture to urge upon the attention of the Law Faculty the justice of recommending that this right be conceded

† Since writing this a young Chief, belonging to one of the two first Punjab Houses, Sirdar Gurbachan Singh Sindhanwalia, son of Sirdar Thakar Singh, has entered the English Law Class, and others are preparing to follow his example.

themselves *eligible* by passing a legal as well as an academical examination, this object would also be attained, whilst the interests of Government would greatly be furthered by the opportunity of *selection* which the Punjab University College would then afford. I would therefore solicit that the Law Faculty be applied to in order to draw up a scheme of the various appointments to which, primarily, in their opinion, nomination should be secured by passing our examinations. By doing this they would render a service to this Institution and to the Province, equal, if not greater, to any that has hitherto been rendered. It is believed that in the North-Western Provinces passing the test of the High Court confers an eligibility to certain appointments.

The history of the English Bar offers an example for imitation if the same result is to be achieved in this country. There is at present no profession open to the higher classes in this Province, and "pleading" is not looked upon with favour by the Raeeses. It is, however, quite possible, by raising the academical character of the lectures and the social status of the pleaders, to remove many existing prejudices, and I have little doubt that, in good hands, the study, if not the practice, of the Law would provide an occupation for many sons of Chiefs. This is the reason why I cannot sufficiently insist on the Law Lecturer having sympathy for, and influence among, the Natives and a thorough command of their language. Nothing seems to me to be more reasonable than to expect the future candidate for Government employment, or the future Jaghirdar, or Honorary Magistrate, to render himself acquainted with the spirit of our laws and the principles of our administration. It is the want of this knowledge that causes our best laws to be misunderstood by the natives of this country. No amount of Government pressure, however, will make the law a "gentleman's profession" in this country, unless it be accompanied by either the tangible benefit of eligibility to Government employment, or a title equivalent to that of Barrister. On this point I may venture to address a further report to the Committee, my present aim in this paper being rather directed to the purely professional and academical side of the question.

Sections 57 and 235 of Act X. of 1872 provide for the appointment of Government Prosecutors. I am told that in the North-Western Provinces passing the High Court test renders a man eligible for such employment. At all events, in this Province it would be a great help to the administration of justice and a great encouragement to our law classes. Barring the larger districts, and at Lahore, for which special and more liberal provision may have to be made, an allowance (say) of Rs. 50 per mensem in the districts for the Government Prosecutor, who could also practise in the Civil Courts, would confer a certain status on a number of our best men, would form the basis of lucrative and honourable private practice, and *would most cheaply* provide Government with efficient legal aid in public prosecutions and in its own civil cases. On this point I venture to add some forcible remarks by the able Assistant Lecturer.

The prescribed course is not suited to the curriculum of an University; it is not calculated to attract and to keep men who have received a liberal education, and it does not yet impart any legal training worthy of the name. I therefore suggest the addition of lectures on the history and philosophy of law and the revision and completion of our "list of books recommended to the students", as well as the issue of special publications, suited to this Province.

Men of good family would also enter in larger numbers than heretofore, provided an academical status were given to those proficient in law, as is the case with men in other departments.

At present, to show that the men are merely taught isolated facts, but not a single general principle, I wish to draw your attention to—

I.—Punjab University College Law Examinations.

[The subjects are the same for both the examinations of Mukhtiars and of Pleaders of the Subordinate Courts, only that in the first case the Lecturer, and in the second, independent Examiners, pass the successful candidates.]

The present course is as follows:

(*a.*)—Organization and powers of Government and Legislatures of India, the State Departments, and laws relating to the economy of the country.

(*b.*)—Revenue Law, Rules, Circulars, Orders and Procedure.

(*c.*)—Civil Law (of personal status, property and obligations) and Procedure.

(*d.*)—Criminal Law and Procedure.

(*e.*)—Evidence, Limitation, Stamps, &c.

17. The question papers correspond with the above:

I. Organization and powers of the Government and Legislatures of India and State Departments, and laws relating to the economy of the country.

II. Criminal Law and Procedure, including Local and Special Laws.

III. Civil Law, including Hindu and Muhammadan Law.

IV. Civil Procedure, Evidence and Limitation.

V. Revenue Law, Rules, Circulars, Orders and Procedure, Stamps and Registration. (*Vide* also rules for admission.)

I suggest that the scholarships belonging to these classes be restored to them, but not, as hitherto, in the form of outstation scholarships, but as prizes for eminence in the various branches of law and in accordance with rules to be framed by the Law Faculty.

II.—Allahabad High Court Examination. No. 95 *of* 1874.

"5. Any subject of the Queen, who shall be desirous of qualifying himself for admission as Pleader in the courts aforementioned, will be entitled to be examined at any such examination provided he shall not previously have been prohibited to appear by the examination Board, and provided he shall, on or before the 1st day of November preceding the examination, have transmitted to the Registrar of the High Court with his application for permission to present himself for examination—

(*a*)—A certificate, countersigned by the Judge or any Magistrate of the District in which he resides, showing his name, father's name, caste, residence and age, computed according to the English calendar.

(*b*)—A certificate that he can speak with ease and correctness the Hindustani language.

(*c*)—Satisfactory proof of good moral character and general respectability.

(*d*)—A fee of Rs. 16, for which a receipt will be furnished by the Registrar, and which will be returned if the candidate's certificates are not considered by the Board to be satisfactory.

7. The examination will be conducted in the English and the Hindustani languages at the option of the candidate in the following subjects, and the merits of each candidate will be estimated by marks. No person shall be passed as a Pleader of the High Court who has not answered his questions in the English language:

" (1.) The Hindu Law.

" (2.) The Muhammadan Law.

" (3.) The Code of Civil Procedure and the Law for the Limitation of Suits.

" (4.) The Law of Contracts and the Law of Torts.

" (5.) The Code of Criminal Procedure.

" (6.) The Indian Penal Code and the Law of Evidence.

" (7.) The Registration and Stamp Laws. The Court Fees Act. The Indian Succession Act.

" (8.) Rent and Revenue Laws, and Practice in framing plaints, &c."

The same examination at Allahabad is held for the High Court and the upper and lower grades of Pleaders. No regular course of training is insisted on, the guarantees required regarding the candidate's character and liberal education are by no means onerous, no period of practice precedes the successful candidate's admission to the High Court (which enables a man to practise at the Punjab Chief Court and Subordinate Courts by virtue of Section 10, Act IV. of 1866); in short, our classes, whatever their shortcomings, seem to be on the whole a very great improvement on the examination of the Allahabad High Court.

I am informed that Munsifships in the North-Western Provinces are open to successful candidates at the High Court examination. A letter which I received on the subject may possibly explain the Allahabad examination in further detail, but whatever may be its advantages at present, there can be no doubt that it will be abandoned in favour of a scheme more approximating to our own.

The following, however, are *University* courses, in *all* of which, even in the lowest examination, instruction in the principles of Jurisprudence is insisted on, and to which I would now venture to draw your attention.

III.—A. Calcutta University Licentiate in Law Examination, 1871-72 (*now done away with and about equal to our Mukhtiars' Examination*).

I. The Principles of Jurisprudence.

II. The several systems of Municipal Law which obtained in India, as they concern:

(*a.*) Personal rights and status.

(*b.*) The rights of property, the modes of its acquisition, and herein the Law of Contracts and Successions, as well testamentary as *ab intestato*.

(*c.*) The Law of Evidence, of Crimes and Procedure.

B. Calcutta University Bachelor of Law Examination, 1876-77.

The Principles of Jurisprudence.

The Theory and Law of Property.

The Law relating to persons in their public and private capacities.

The History and Constitution of the Courts of Law and Legislative Authorities in India.

The Land Tenures of Bengal and the Revenue Laws.

The Law of Mortgage, Registration, Limitation and Prescription.

The Hindu and Muhammadan Law in general use and application, as modified by the Acts and Regulations of the Bengal Code.

The Law of Contracts and Torts.

The Principles of Judicial Inquiry in Matters of Fact, and the Rules of Evidence in use in the Mofussil Courts.

Criminal Law and Criminal and Civil Procedure."

I AM informed that in Bengal candidates for the Munsifship are selected from Bachelors of Law.

C. Calcutta University Honours in Law Examination.

(*a.*) General Jurisprudence.
(*b.*) Hindu Law.
(*c.*) Muhammadan Law.
(*d.*) The Law of Mortgage.
(*e.*) The Law of Succession to the property of deceased persons.
(*f.*) The Law of Limitation and Prescription.
(*g.*) The Law relating to the purchase and sale of immoveable property, including sales for arrears of rent and revenue.
(*h.*) The Law of Tenure of immoveable property.

} as administered in India.

The Calcutta University Examinations are supposed to be framed on those of the London University with which please compare them.

IV.—London University First L. L. B. Examination for the year 1875.

1. JURISPRUDENCE.

Austin's Lectures on General Jurisprudence (3rd edition), with Tables, Notes and Fragments.

2. ROMAN LAW.

Institutes of Justinian with Ortolan's Commentary and the two parts* of the Introduction (in French, the 7th or some subsequent edition).

Institutes of Gaius.

Maine's Ancient Law.

The papers in Roman Law shall include passages in Latin which the candidate shall be required to translate: of these passages at least one shall be from the Digests. No candidate shall be allowed to pass who does not show a competent knowledge of Latin.

3. CONSTITUTIONAL HISTORY OF ENGLAND.

---

* *Histoire de la Législation Romaine and Généralisation du Droit Romain.*

Second L. L. B. Examination.

1. COMMON LAW.
   Law of Contracts, Law of Torts.
2. EQUITY.
   Nature and Origin of Equity Jurisprudence in England.
   Equity relating to Trusts, Mortgages, Specific Performance, and the Property of Married Women.
3. REAL PROPERTY LAW.
   History of the Law of Property.
   Uses, Estates, Powers, Incorporeal Hereditaments.

For 1876. To be varied from year to year.

4. LAW AND PRINCIPLES OF EVIDENCE.
5. ROMAN LAW.
   A portion of the Digest.* (To be announced two years previously.)
   History of Roman Law to the time of Justinian.

IT may not be uninteresting to compare the above examination with those of other Indian Universities besides that of Calcutta.

V.—Bombay University Law Examination.

"7. Candidates for the Degree of Bachelor of Laws will be examined in the principles of Jurisprudence and in the several systems of Municipal Law administered by the High Court of Bombay.

8. There will be four papers, namely :

(1.) Jurisprudence and the Roman Civil Law.

(2.) Personal Rights and Status and the Law of Succession.

(3.) The Law of Property, Contracts and Torts.

(4.) The Law of Evidence, of Crimes and of Procedure, Civil and Criminal.

14. Each Candidate for Honours will be examined in each of the following subjects :

(*a.*) Roman Civil Law.

(*b.*) General Jurisprudence, including International Law.

(*c.*) The several systems of Municipal Law which obtain in India.

VI.—Madras University B. L. Law Examination.

The Law of Evidence.
The Law of Contracts.
The Law of Torts.
Equity Jurisprudence.
Hindu Law.
Muhammadan Law.
Criminal Law.
Procedure.
General Jurisprudence.

111. Candidates for the Degree of M. L. shall be examined in the following subjects :

I. The entire course prescribed for the B. L. Examination with the following additions :

1st.—Any Codes of substantive law relating to the subjects of examination which may have been enacted by the Indian Legislature.

2nd—The Cases and Notes in Smith's Leading Cases (the edition of 1867, by Maude and Chitty), and in White and Tudor's Leading Cases in Equity (edition of 1866).

---

* The portions of the Digest for 1876 and 1877 will be—
For 1876 : *Mandati vel contra* (XVII. 1).
For 1877 : *Locati Conducti* (XIX. 2).

3rd—Leading Cases on Hindu and Muhammadan Law decided by the High Courts of Bengal, Madras and Bombay, and by the Privy Council.

4th—The whole of Lindley's Introduction, instead of the parts selected for the B. L. Examination.

II. Mercantile and Maritime Law.

III. The Law of Real and Personal Property.

IV. Constitutional History.

V. Public and Private International Law.

VI. Roman Civil Law.

It seems to me that in the careful comparison of the above schemes and others that may be added, the Law Faculty will find suggestions for the improvement of our own examinations.

In our course, after one year's study, a person may become qualified for a Mukhtiarship and after two years to plead in the Subordinate Courts. Then after practising for five years he may be admitted to the Chief Court. In all, seven years are required, under ordinary circumstances, to enable a man to practise in the Chief Court of the Punjab.

I humbly submit that this course is both too long and too short. It is too long in so far as it requires an under Graduate of an University to wait five years for admission to the Chief Court, and it is too short, in so far as it enables a man after only one year's study to act as Mukhtiar, or, after two years, to plead in the Subordinate Courts.

I propose instead that the period of study for all new comers be extended to 3—6 years, and that the examinations in Law be in keeping with those in Arts, and that they confer the same status; in other words, that there be—

The 1st Examination or Proficiency in Law Examination corresponding with the Proficiency in Arts, which is equal to the First Arts Examination of an University.

2nd Examination: High Proficiency in Law corresponding with High Proficiency in Arts, equal to the B. A.

3rd Examination: Honours in Law corresponding with Honours in Arts, equal to the M. A.

Persons who have matriculated in Arts to require one year for the first Examination in Law (as at present); if they have also passed the Proficiency in Arts, two years for the second Examination in Law (as at present), and if they have also passed the High Proficiency in Arts, three years for the third Examination. This will be an encouragement to law students to pass the Examinations in Arts and to continue their "liberal" studies. In other words, a B. A. and he only will be admitted to the highest examination in law in three years.*

Others, who may in future be admitted by special favour of the Chief Court, will have to study two years for the first, four years for the second, and six years for the third examination, unless they are able to pass with honours at any of the two first examinations, when a year may be remitted to them after each examination, and their whole period of study be thus reduced to four years.

The first examination, as now, to entitle the successful candidates to be Mukhtiars, the second to be Pleaders of the Subordinate Courts, and after three years' practice to be Pleaders of the Chief Court. The third examination to admit to the Chief Court after one year's practice.

The 1st examination to be as now, with the addition of the Principles of Jurisprudence, and to be conducted as now by the Lecturer. In the event of an under Graduate of an University passing this examination, the certificate of Licentiate in Law to be awarded to him.

The second examination in Law to be framed on the B. L. Examination of the Calcutta and London Universities, viz.:

Jurisprudence.

Elements of Roman Law, Maine's Ancient Law.

Constitutional History of England.

History of Law.

---

* On this the Assistant Lecturer observes: I do not think it necessary to have three years for one set of men and five for the other, three years' study and one or two years' practice under some pleader should be quite sufficient.

Principles of Indian Legislation and Constitution of Courts in India, &c., &c.

Elements of Hindu and Muhammadan Law.

As well as a more thorough examination in the subjects of the 1st Examination.

The third examination in Law will test a more thorough knowledge of the subjects required in the second examination, in addition to International Law, Comparative Law, and a thorough knowledge of Hindu and Muhammadan Law.

The scheme which I venture to submit will ensure a more thorough knowledge of what is now required, whilst adding a few subjects which, in their effect on the students, as well as regards the University status which they will confer, I may be allowed to call "humanizing" in the academical sense.

I would also strongly advocate the admission of men to these classes who do not intend to practise as pleaders. Every one is supposed to know the law, and the principles of our Government and Legislation in India should be widely disseminated, in order to escape the misconception which they constantly incur now. Besides, the influx of outsiders has the happiest effect in keeping the Lecturer up to the mark and in raising the tone of the students, for both Lecturer and students are then subject to extra-mural criticism, than which nothing is more stimulating in the pursuit of a speciality. Anyhow, every one who pays his fees should be entitled to attend these classes, though not to present himself at the Law Examinations unless he has complied with the rules; and with regard to people who do not intend to plead, I need scarcely add that the test of having passed the Entrance Examination of an University need not be insisted on in their case.

I would most humbly urge that the Law Faculty meet at least six times a year in order to devise means to maintain and increase the efficiency of the classes, the professional and general interest in law studies, and to render these studies more thorough as well as more acceptable to the people. The creation of a body of Native Scholars learned in the law as well as of an honourable Native Bar seems to me to be the object for which the Faculty was instituted, as it was certainly one of the principal reasons which induced us ten years ago to found these classes.

As regards attendance, I consider that a student should be allowed to attend as many classes as he likes, in addition to the class which he attends compulsorily, and that regular attendance in the voluntary classes should be allowed to "count" just as much as his attendance in the compulsory class. At all events, the instruction in the various classes should be so arranged as to enable a man devoted to legal studies to attend more often than two hours a week with advantage to himself.

I also consider that a stricter adherence to the rule be insisted on, which requires the very highest kind of available legal education to be given in the Vernacular as in the English classes, and that the University be applied to for help in printing any text-books that may be required for the Vernacular classes.

I would in conclusion respectfually point out that, whilst our standard of education should be high, our rules should not be prohibitive or obstructive, but only, in certain cases, restrictive. At present the standard is low and the rules are strict. The consequence is that more than one man who has failed for our Mukhtiar Examination has shortly after passed the High Court Examination of Allahabad, and can, of course, practise here, whilst with the prospect of an accession of pleaders from the North-Western Provinces Law Colleges it becomes our duty not to trammel our students more than the requirements of a thorough training render absolutely necessary.

The following is a paper of questions on the elements of law which I set to the class some days ago after a few weeks tuition. The answer papers (which I annex in manuscript) will show that in spite of the difficulty with which the students have to contend in dealing with a new subject, and in not having any books on it, they are quite able to benefit by instruction in it.

Examination Paper, 4th July 1876.

1. Distinguish between Legislation and Jurisprudence?

2. In what way has the Law of Nature formed the basis of International Law, both public and private? (optional question).

3. Define the various meanings attached to the term Law.

4. What are the periods into which the History of Law naturally falls? Illustrate your remarks chiefly by reference to the History of the Roman Law.

4*a*. Give a short account of the History of Ancient Law, explaining the legal and historical terms used as you go along (optional question).

5. Describe briefly the history and purport of Justinian's Code, and of the Pandects, the Institutes and the Novels (optional question).

6. Draw distinctions between jus, right, law, a law, rule, privilge, with illustrations.

7. Explain "themis",

"dike", "insaf", "hukm", "dharm",
"nomos", "isotes", "equitas",
"fiction" (of which give instances),
"jus gentium",
"jus naturale", "jus feciale".
Law of Nations.
Law of Nature.

When may the last term be said to have been applied retrospectively and prospectively?

8. What are the basis and justification of —

(*a.*)—The Law of Limitation.
(*b.*)—The Law of Libel.

9. Compare and contrast the Roman "equitas" with the English "equity".

I have, &c., &c.,

G. W. LEITNER,
OF THE MIDDLE TEMPLE, BARRISTER-AT-LAW,
Member of the Law Faculty,
Punjab University College,
(Law Lecturer *pro tem.*)

LAHORE;
The July 1876.

ROUGH SUMMARY OF PERIODS OF STUDY REQUIRED FOR THE SUGGESTED EXAMINATIONS.

MUKHTIAR'S EXAMINATION:

To be called indifferently either.

The 1st Examination in Law or Proficiency in Law, corresponding in status to Proficiency in Arts or First Arts (of the Calcutta University) (conferring the Certificate of Licentiate in Law),

IS OPEN TO

An Under Graduate or Graduate after one year's study in the Law School.

A "special case" after two years' study in the Law School.

EXAMINATION OF PLEADER OF SUBORDINATE COURTS.

To be called either

The 2nd Examination in Law or High Proficiency in Law, corresponding in status to the High Proficiency in Arts = B. A. (conferring the Certificate of High Proficiency in Law on University men),

IS OPEN TO

An Under Graduate (Entrance), two years after passing the 1st Examination (of which one year's practice as Mukhtiar may be allowed to count):

A "Proficiency in Arts" man, one year after passing the 1st Examination:

A "special case", two years after passing the 1st Examination (of which one year's practice as Mukhtiar may be allowed to count):

Any one passing in the 1st Division in the 1st Examination one year after passing the 1st Examination:

Any Mukhtiar of three years' practice may be allowed to go up for this Examination (this will encourage present Mukhtiars to attend lectures).

Examination of Pleader of the Chief Court

To be called

The 3rd Examination in Law = Honours in Law, corresponding with Honours in Arts = M. A. (conferring certificate of Honours in Law on University men),

IS OPEN TO

An Under Graduate (Entrance and Proficiency)	Two years after passing 2nd Examination (and one year's practice).
A B. A. or High Proficiency man...	One year after passing 2nd Examination (and one year's practice).
Any one passing in 1st Division in 2nd Examination	Do.
Others	Two years after passing 2nd Examination (and one year's practice).
A M. A.	One year after passing 2nd Examination (either attendance at classes or practice).
Any present Pleader of the Subordinate Courts	After two years' practice, or [and?] one year's attendance on the law lectures.

This will give seven years, as now, before an ordinary student is admitted to the Chief Court; six years to an Under Graduate who has merely passed the Entrance Examination of the Punjab University College; five years to a Proficiency man, and one who has passed in the 1st Division in the 1st Examination; four years to a B. A.; and three years to a M. A.

Three Lecturers, on Rs. 200, Rs. 100, and Rs. 50, respectively, as proposed, will suffice to conduct the classes, even should the full six years' course be in operation, for although the course proposed for each of the three examinations (to be determined on after a careful study of all the existing schemes) is of two years' duration, yet it is obvious that there can be only one year's course at a time. Besides, in a great number of cases, the attendance on classes is limited to three years, as the Assistant Law Lecturer suggests.

The following rough time table may make my meaning a little clearer:

(Each member of the staff gives four lectures a week and presides once a week at the Practice Class.)

Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Chief Court Class, English.	Chief Court Class, Vernacular.	Attendance in Courts of Law (Students attending in rotation so as not to create confusion).	Chief Court Class, English.	Chief Court Class, Vernacular.	Practice Classes, one hour a week to each of the three departments, alternately in English and the Vernacular.
Subordinate Courts, English.	Subordinate Courts, Vernacular.		Subordinate Courts, English.	Subordinate Courts, Vernacular.	
Mukhtiars' Class, English.	Mukhtiars' Class, Vernacular.		Mukhtiar' Class, English.	Mukhtiars' Class, Vernacular.	

The above scheme gives 15 hours' work a week divided among three teachers. It is obvious that the English and Vernacular courses in each of the three Departments either correspond with each other or they do not. If the former, my introductory remarks meet the difficulty of every man not being able to attend the two years' course, and this difficulty may be further lessened by always taking good care that the lectures for the two years' course be printed and be in the hands of each student. If the latter, then the Vernacular Class by taking the 2nd years' course, whilst the English Class is devoting itself to the first year course, or *vice*

versâ, would enable a man, if necessary, to attend a "two years' course" in one year. At present, however, there are only two classes (for Mukhtiars and Subordinate Court Pleaders) each of one year's duration, so that there is no use in discussing further the details of an arrangement which always arrange themselves best at the time, except in so far as it is necessary to show that, even when in full working order, the proposed staff is sufficient for the required purpose. The only point which the above scheme does not and need not meet is the difficulty of arranging for a translator or compiler of law books, but this may be done by creating a Law Fellowship, entrusting one of the Law Lecturers with the task, or requesting one of the present staff of translators to undertake the work in consultation with the Law Lecturers. The hours in the above scheme have not been fixed, but I would suggest that they be fixed both before and after office hours, so as not to interfere with men in practice, at office or at College. I would also propose that the joint law libraries of the Punjab University College and of the Government College be open from 6 A. M. to 10 P. M., from and after the 1st September next.

NOTES ON REPORT BY PUNDIT RAM NARAIN, F. A., ASSISTANT LAW LECTURER PUNJAB UNIVERSITY COLLEGE.

Public Prosecutors.

UNDER Section 57, Act X. of 1872 (Criminal Procedure Code), it is left to the discretion of Local Governments to appoint Public Prosecutors, but Section 235 is imperative, and requires that "in every trial before a Court of Session the prosecution *shall* be conducted by the Public Prosecutor, Government Pleader, or by some other officer specially empowered by the Magistrate of the District in that behalf".

Now how are the terms of this section observed? In most Sessions cases nobody represents the Crown. In cases in which the Deputy Commissioner or police are specially interested, a police officer (generally a Deputy Inspector) is appointed to conduct the prosecution. I shall not here state the serious objections that can be urged against such procedure and false economy.

There is no question that the time has come for Government to have its own pleaders for its own civil cases in the important districts. Add to this that it must have at least ten Public Prosecutors for the Sessions trials, and at least a few more for the important districts where the accused are generally defended by Pleaders. Men for these posts from time to time will be supplied by the Law Classes.

New Course of Studies.

Undoubtedly the higher the standard of training the better for the country and the Bar. But the staff will have to be increased necessarily. There ought to be at least three teachers for the six classes, and if the course of instruction is to be extended to six years, as proposed in the scheme, for non-matriculated men, the number of Lecturers must necessarily be still larger. I do not think that the Government or University will be prepared to adopt a scheme so expensive. It might, therefore, be well to reduce the term to three years *for all* who may join the school, one year being given for each grade. For this, as I stated before, you will require three Lecturers.

This should not be thought too much, as there will be six classes, three in each department, and considering that qualified men will be sent out for the Bar, Subordinate Bench and Executive Service.

APPENDIX.

LETTER REGARDING THE ALLAHABAD HIGH COURT EXAMINATION.

"THERE are three grades of the High Court examination, and an additional 4th grade is also attached to it. Those who pass in the 1st grade are said to have passed the High Court examination. They are allowed to plead wherever they like, except in the Calcutta High Court. Those who gain the position in the 2nd grade are authorized to appear in the Court of Subordinate Judges.

"The third grade men can only plead in the Courts of the Munsifs.

"The merits of the candidates are taken into consideration by the Examination Committee.

"The members of the said committee are at liberty to place the candidates in any grade they think fit. Those who try to give the law examination in Urdu are

not taken in the 1st grade, although they may secure the highest position in the examination. In Oudh those who pass the Allahabad High Court examination in the 2nd or 3rd grades are not allowed to plead in the Judicial Commissioner's Court. However, they can appear in any Court they like in criminal cases."

Extracts from Letter of Law Lecturer to Law Faculty.

Introduction of the study of history of law, &c.

2. It appears to me that it is, comparatively speaking, of little use to have law classes unless they will impart such a training as will make the Native pleaders of the future better lawyers than they are now. At present their almost fatal gift of a good memory enables them to commit the prescribed text-books to heart, and when they pass the examinations they will add that knowledge to their natural sharpness and acquaintance with Native character and customs and become doubly dangerous. Our classes now sharpen an already sharp weapon without preventing its possible wrongful use. I, therefore, suggest that the History of Law, the Principles of Jurisprudence, their application to English and then to Indian Law, and the Principles of our Administration in this country, be taught to the students, in addition to the prescribed text-books, and also that the law lecturer should take every opportunity to instil into the minds of his hearers a high sense of their professional responsibility. When the Judges of the Chief Court generously conceded to the Punjab University College certain examinations till then held by them, it was in the hope that a thorough legal training would be given by us. This hope has not yet been altogether fulfilled.

Establishment of practice classes.

3. Thirdly, unless an opportunity is given to the men to practise what they are taught, there is no guarantee that they have really understood the lectures or explanations. I therefore suggest that two hours, at least, a week be added to the present four hours of tuition, in which the students, under the guidance of the law lecturer, may be able to argue the various legal points which have formed the subject of the lectures of the week. This will also be a lesson in temper, impartiality and intelligible diction.

Attendance of law students at courts of law.

4. Fourthly, I would suggest that arrangements should be made at the Lahore Courts to admit two or three of our students at a time (who will be provided with tickets) in order to acquire a practical knowledge of the administration of the law, and that a minimum amount of attendance at the law courts be rendered obligatory on our students.

Necessity for daily tuition of law students.

5. Sixthly, I would most respectfully point out that unless the students are made to feel that they are under a daily course of instruction, it is scarcely correct to speak of our giving them a regular and thorough legal training. I, therefore, suggest that, as far as possible, both the Lecturers should see them *every day*—four times a week for instruction and twice a week (*viz.*, once for the Vernacular and once for the English classes) to preside over the Practice Class, as explained in the 3rd para.

Law lecturers should invariably be good Vernacular scholars.

6. Lastly, as I had a share in the foundation of these classes ten years ago, I venture to suggest, most deferentially to the members of the Law Faculty, that no one be appointed to the law lectureship who has not a thorough knowledge of the Vernacular and some sympathy with, and influence among, the Natives.

To—H. PLOWDEN, Esq., &c., &c., &c.,

Secretary to the Law Faculty of the Punjab University College.

THE Executive Committee endorse the following suggestions in Dr. Leitner's letter and report:

1. That the course of study and the examinations be rendered more academical, as well as more professional, than they are at present, after a careful comparison with the existing schemes of other Universities and High Courts.

2. That a practice class and attendance at Law Courts be added to the present scheme.

3. That special treatises be written for the English classes, and that they be translated or adapted for the Vernacular classes.

4. That the Vernacular classes be as far as possible a counterpart of the English classes, and that attendance in all classes "count" equally.

APPENDIX X.

Minutes of the Meetings of the Text-books Committee from 17th May to 30th June 1877.

Minutes of a Meeting of the Text-book Committee held at the house of SIR E. C. BAYLEY *on the 17th May* 1877.

PRESENT:

The HONOURABLE SIR E. C. BAYLEY, K. C. S. I., *President.*

MR. GRIFFITH. | DR. LEITNER.

MR. LETHBRIDGE, *Secretary.*

THE President stated that, so far as he could ascertain, there was no prospect of the whole of the members of the committee being assembled in Simla before the 24th of May.

Resolved that the Committee should hold its meetings at the house of the President, and that the next meeting be held on the 25th of May, at 11 A. M.

Dr. Leitner expressed a wish that the various Governments should be called on to furnish copies of the various books in use in their respective Provinces.

Resolved that the Secretary be requested to tabulate the lists of books recommended for use by the various local committees, or reported by them as in use, and that the tabulated list be printed and furnished to members, and that the Secretary send for any book which a member may desire to see.

The President brought to notice that certain reports had been received by the Home Department and sent to the Secretary of the Committee showing the action taken by some Local Governments on the reports of the Local School Book Committees.

Resolved that the Secretary be required to telegraph to the remaining Local Governments for the reports of any similar action taken by them and to have the whole printed and circulated to the members.

E. C. BAYLEY.

Minutes of a Meeting of the Text-book Committee held at the house of SIR E. C. BAYLEY *on the 25th May* 1877.

PRESENT:

The HONOURABLE SIR EDWARD C. BAYLEY, K. C. S. I., *President.*

COLONEL MACDONALD. | DR. LEITNER.
MR. GRIFFITH. | MR. OXENHAM.

MR. TAWNEY ... } *Joint Secretaries.*
MR. LETHBRIDGE ... }

READ—Resolution of the Government of India, in the Home Department, dated 23rd April 1877.

Also a Resolution of the Government of India, in the Home Department, dated 29th March 1873.

Resolved—

(1).—That the province of the Committee as laid down by the above resolutions does not include the consideration of the requirements for matriculation or the courses of study prescribed by the Indian Universities.

Dr. Leitner here recorded the following objection:

That as we are requested to consider the provincial reports in detail, and as these reports have not yet been supplied to the members, any resolution passed to-day by this Committee confining or modifying its scope of action is premature.

(2).—It was also resolved that the Secretary in the Home Department be requested to furnish papers showing the classification of schools adopted in the various Provinces and the standards of instruction in all the classes.

It was also resolved—

(3).—That sub-committees be appointed to summarize the conclusions of the various provincial committees with regard to the English class books used in Indian schools.

The sub-committees to be instituted as follows:

History and Geography	... { Colonel Macdonald. Mr. Oxenham.
English Grammars and Readers	... { Mr. Griffith. Mr. C. H. Tawney.
Physics and Mathematics	... { Mr. Lethbridge. Dr. Leitner.

E. C. BAYLEY.

A Meeting of the School Text-book Committee was held at the house of the President, SIR E. C. BAYLEY, *on Friday, the 1st of June* 1877.

PRESENT:

SIR E. C. BAYLEY, *President.*

COLONEL MACDONALD.	MR. OXENHAM.
DR. LEITNER.	BABU KRISTODAS PAL.
MR. GRIFFITH.	RAO SAHEB NARAYEN BHAI DANDEKAR.

One of the Secretaries, MR. TAWNEY.

READ the Minutes of the previous Committee held on the 25th May 1877.

The Minutes were confirmed.

Babu Kristodas Pal submitted a Note proposing that the Committee should take into consideration the scheme of studies pursued in schools and colleges, and making some other suggestions.

ORDERED—To be recorded.

Read a letter from Mr. Webb, Officiating Inspector of Schools, Eastern Circle, Bengal, making some suggestions with regard to the teaching of school classes and the books used in schools.

ORDERED—To be recorded.

Babu Kristodas Pal submitted a report of the Committee for the improvement of schools appointed by the Director of Public Instruction in Bengal on the 25th of July 1856.

ORDERED—To be circulated to all the members of the Committee.

Read the summary of the Sub-Committee appointed to consider the opinions of the various local committees with regard to the text-books in Arithmetic, Algebra and Physical Science.

The following resolution was passed:

It seems from the summaries above given and from the information afforded by members of the Committee as to the books in use in the Berars and Bombay that, as a matter of fact, Barnard Smith's and Colenso's Arithmetic are generally approved.

That as to Euclid, Todhunter's and Potts' are much approved.

For Algebra, Todhunter's Elementary Algebra and in the higher classes Colenso.

For Physical Science local text-books or none.

Where Mensuration is taught, as in Bengal and the Punjab, Todhunter's work is recommended.

Read the report of the Sub-Committee appointed to consider the reports of the various local committees on the text-books in history and geography used in Indian schools.

RESOLVED—That the Committee accept the summary given by the Sub-Committee.

The substance of these opinions may be thus summarized.

Neither in history nor geography are there completely satisfactory text-books.

The books now available which seem most in favour are—

For Classical History	...	...	Murray's Students Series.
For England do.	...	...	Collier.
For India do.	...	...	Lethbridge.

It is a general opinion that both history and geography should in Indian schools be studied beginning with the district or province next India. Then England and General.

They also learn that in Bombay and the Berars Mackay's Geographies are used.

Read the report of the Sub-Committee appointed to consider the reports of the local committees with regard to the English readers and grammars used in Indian schools.

The following resolution was passed :

The Sub-Committee report that the local committees are unanimously of opinion that there is no perfectly satisfactory series of readers for Indian schools, and no easy English Grammar adapted for the lower classes in schools.

It was next resolved that sub-committees be appointed to summarize the reports of the various local committees with regard to vernacular text-books.

The work to be distributed as follows :

Colonel Macdonald	... ...	Madras and Mysore.
Dr. Leitner and Mr. Griffith	...	the North-Western Provinces and the Punjab.
Mr. Oxenham and Rao Saheb Narayen Dandekar		Bombay, Berars and Central Provinces.
Babu Kristodas Pal and Mr. Tawney...		Bengal and Assam.

Dr. Leitner remarked that he had read the provincial reports with some care, and that he had come to the conclusion that the Committee were not bound to take up the subject of University studies, although they were not precluded from doing so when the allusions of the local committees naturally led to them. On this point, however, the President could state with authority what was and what was not within the scope of the Committee.

Dr. Leitner suggested the addition of a Muhammadan member, say, the highest Muhammadan official in educational employ in India, to the Committee in order to make it more complete as a body and more authoritative with the Muhammadan community, especially on such subjects as Urdu, Persian and Arabic, which Muhammadans considered to be peculiarly their own. Besides, he thought that it would be desirable to have his own opinion on the text-books in these languages checked by a Muhammadan scholar well acquainted with them.

Note to summary of Mathematics and Science.

In the Punjab the introduction of Huxley's Scientific Primers is recommended.

Dr. Leitner enquired whether it was beyond the functions of this Committee to recommend that all Provinces appoint standing committees similarly to the one just established in the Punjab for English text-books, and that their work be extended to Vernacular text-books.

Sir E. C. Bayley thought it was quite within the scope of the Committee, and that the point might be discussed when Part (4) of the Government resolution came before the Meeting.

E. C. BAYLEY.

Minutes of Meeting of the Text-book Committee held at the house of SIR E C. BAYLEY *on Tuesday, the 5th June* 1877, *at* 11 A. M.

PRESENT:

HONOURABLE SIR E. C. BAYLEY, K. C. S. I., *Presiding.*

COLONEL MACDONALD.
MR. GRIFFITH.
MR. OXENHAM.
DR. LEITNER.
HONOURABLE RAI KRISTODAS PAL BAHADUR.
RAO SAHEB NARAYEN BHAI DANDEKAR.

MR. TAWNEY ... } *Secretaries.*
MR. LETHBRIDGE ... }

READ—

The report of the Sub-Committee on vernacular school books in Bengal, British Burma and Assam

NOTE.—Mr. Griffith remarked that the Bengal Local Committee was mistaken in supposing that books were prescribed in the North-West Provinces without option.

Read also—

The report of the Sub-Committee on vernacular school books in Bombay, the Berars and Central Provinces.

Read also—

The Report of the Sub-Committee on vernacular school books in the North-Western Provinces and Oudh.

Read also—

The report of the Sub-Committee on vernacular school books in the Punjab.

Read also—

The report of the Sub-Committee on vernacular school books in Madras and Mysore.

ORDER.—Ordered that the above reports be printed and circulated.

Ordered that telegrams should be sent to Directors, Bombay, North-Western Provinces and British Burma and Central Provinces, to send accounts of what has been done on the reports of Local Text-book Committees.

Ordered that Major Holroyd's report be printed and circulated.

The President read the 3rd para. of the resolution, and the Committee proceeded to discuss it. Dr. Leitner described the origin of this resolution and read some letters to throw light on the meaning of the resolution.

General discussion ensued.

RESOLVED—That the Committee are of opinion that the sense of the resolution is that we should suggest means for preparing in the vernacular languages, wherever required, popular summaries of the best thought produced hitherto on such subjects as Jurisprudence, the Sciences of Politics, Sanitation, Agriculture, &c., &c.

E. C. BAYLEY.

A Meeting of the School Book Committee was held at the house of SIR E. C. BAYLEY *on Tuesday, the 12th of June* 1877.

PRESENT:

SIR E. C. BAYLEY, K. C. S. I., *President.*

DR. LEITNER.
MR. GRIFFITH.
RAO SAHEB DANDEKAR.
COLONEL MACDONALD.
THE HONOURABLE KRISTODAS PAL.
MR. OXENHAM.

One of the Secretaries, MR. TAWNEY.

1. THE proceedings of the last meeting were read and confirmed.

2. Read a letter from Mr. Lethbridge submitting Messrs. Macmillan's series of text-books and Messrs. Macmillan's prospectus of the series.

Ordered that Messrs. Macmillan's prospectus and series be circulated.

3. The President submitted a memorandum by Major Holroyd, President of the Committee for revision of the statistical forms of the Educational Department.

Ordered to be circulated to members.

4. Read the accounts of what has been done by the Bombay Government and the North-West Government since the reports of the local committees to carry out their views sent by the Directors of Public Instruction in those Provinces.

Ordered to be printed and circulated to members.

5. Read a Note by Mr. Griffith giving a classification of the schools in the North-West Provinces.

Ordered to be printed and circulated.

6. Read a Note by Dr. Leitner on the classification of Government schools in the Punjab.

Ordered to be printed and circulated.

7. Read a Note by Dr. Leitner showing the extent to which the recommendations of Local Committee and the orders of the Punjab Government have been carried out, and remarks thereon.

Ordered to be printed and circulated.

8. Read a Note by Dr. Leitner on vernacular law books.

Ordered to be printed and circulated.

9. Read a Note by Colonel Macdonald on the classification of schools and standards in Madras.

Ordered to be printed and circulated.

A Meeting of the School Book Committee was held at the house of SIR E. C. BAYLEY, K. C. S. I., *on Saturday, the 16th of June* 1877.

PRESENT:

SIR E. C. BAYLEY, K. C. S. I., *President, in the Chair.*

DR. LEITNER.	COLONEL MACDONALD.
RAO DANDEKAR SAHEB.	THE HONOURABLE KRISTODAS PAL.
MR. OXENHAM.	MR. GRIFFITH.

The Secretaries { MR. TAWNEY. MR. LETHBRIDGE.

1. (*a*). Read a Note by Mr. Griffith prepared in accordance with the Resolution No. 3 of the Committee passed at their meeting on the 8th of June.

(*b*). Read a Note by Colonel Macdonald prepared in accordance with the same resolution.

Ordered to be printed and circulated.

2. Dr. Leitner proposed that Hope's Series and the Royal Series should be sent for.

Ordered that the Secretary take steps to procure them.

3. Read Babu Kristodas Pal's Note prepared in accordance with the resolution mentioned above.

The thanks of the Committee were awarded to Babu Kristodas Pal for his useful Note.

4. Mr. Oxenham's and Mr. Tawney's Notes were also read.

Mr. Oxenham explained that he desired to modify one paragraph of his Note, and had already sent a supplementary note to the Press with this object.

5. Read a Note by Major Holroyd giving reasons for believing that the illustrations in his new series will not give offence to Muhammadans.

Dr. Leitner submitted a Note controverting Major Holroyd's views.

Ordered that both should be printed and circulated.

CONFIRMED.

E. C. BAYLEY.

A Meeting of the School Book Committee was held at the house of SIR E. C. BAYLEY, K. C. S. I., *on Tuesday, the 19th of June* 1877.

PRESENT:

SIR E. C. BAYLEY, K. C. S. I., *President, in the Chair.*

COLONEL MACDONALD. | MR. OXENHAM.
MR. GRIFFITH. | DR. LEITNER.
RAO SAHEB DANDEKAR.

One of the Secretaries, MR. TAWNEY.

1. THE proceedings of the last meeting were read and confirmed.

2. Read a Note by Rao Saheb Dandekar prepared in accordance with Resolution No. 3 of the Committee passed at their meeting on the 8th of June.

Ordered that the thanks of the Committee be given to Rao Saheb Dandekar for his able and exhaustive Note, and that the same be printed and circulated.

3. Read rough outlines of a scheme for carrying out para. 4 of the resolution convening the Simla Committee prepared by Dr. Leitner.

Ordered to be printed and circulated.

4. The President proposed that the Committee should proceed to discuss the question of the desirability of a uniform classification of school studies throughout India.

Carried.

5. The President then proposed the following resolution:

That it is essential to the proper preparation of school books that they should be based upon some general classification of studies to be adopted throughout India.

Carried.

6. The following resolution was then proposed by Dr. Leitner:

That primary instruction ought to form the basis of all education throughout India.

Carried.

7. The Committee then proceeded to define primary instruction. They were of opinion—

(*a*) That primary instruction should always be given in the mother tongue.

(*b*) That it should include that amount of instruction which no individual in the community ought to be without, that is to say, reading and writing the mother tongue gramatically, simple arithmetic (not excluding local and professional modes of calculation), the elements of geography (with special reference to the pupil's own district), and a knowledge of the most ordinary natural phenomena.

8. The Committee then resolved to recommend that the next stage of instruction should be termed secondary, and should include all instruction from the conclusion of the primary stage up to the matriculation examinations of the Indian Universities.

It was also resolved—

That no pupil ought to be allowed to enter upon the secondary stage of instruction until he shall have passed an examination in the subjects included in primary instruction.

The proficiency of students in the secondary stage is tested by the matriculation (or entrance) examinations of the the various Universities. All beyond that is college instruction. The secondary instruction will naturally resolve itself into Vernacular, Anglo-Vernacular and English.

9. With respect to providing vernacular text-books for primary and secondary instruction, the Committee were of opinion—

That the Imperial Government should not interfere with the vernacular series used in the various Provinces beyond laying down certain general principles to be observed in their preparation and selection.

It was accordingly resolved to recommend—

That a Standing Committee of reference be appointed in each Province to choose and prepare appropriate vernacular text-books. The Committees so constituted should draw up a list of suitable books divided into two classes—the first class comprising those books that may be used in Government and aided schools, the second comprising those books that may be used in aided schools only. No book not included in one or other of these classes should be used in any school supported or subsidized by Government. The Standing Committee of each Province should present a report at the end of every year with a revised list of books to be published in the *Government Gazette*, together with the orders of Government thereon. In case the Standing Committee of any Province should find that no suitable text-book on any specified subject legitimately included in school or college instruction exists in the vernacular of that Province, they should take steps to have such a work prepared. The Standing Committees should also make it their business, under the direction of their respective Governments, to encourage by all means in their power the developement of vernacular literature.

CONFIRMED.

E. C. BAYLEY.

A Meeting of the School Book Committee was held at the house of SIR E. C. BAYLEY, K. C. S. I., *on the 22nd of June* 1877.

PRESENT:

SIR E. C. BAYLEY, K. C. S. I., *in the Chair.*

COLONEL MACDONALD. | MR. OXENHAM.
RAO SAHEB DANDEKAR. | DR. LEITNER.
MR. GRIFFITH.

The Secretaries { MR. TAWNEY. MR. LETHBRIDGE.

1. THE proceedings of the previous meeting were read and confirmed.

2. The President announced that he was obliged to attend a Special Committee of the Imperial Council at 1 P. M.

It was resolved to go on with the discussion of the subjects before the Committee and pass provisional resolutions. Colonel Macdonald was voted into the Chair.

3. Read a Note by Dr. Leitner on the resolution concerning the Simla Textbook Committee.

Ordered to be printed and circulated.

4. The Committee next proceeded to discuss the kind of lessons which ought to be included in vernacular text-books.

It was proposed by Dr. Leitner that every series of vernacular readers for primary instruction should include lessons on the following subjects:

Reverence for God, parents, teachers, rulers and the aged.

A simple sketch of the duties of a good citizen, and universally admitted principles of morality and prudence.

Cleanliness of habits, politeness of speech, kindness of conduct to other human beings and the brute creation.

The dignity and usefulness of labour, and the importance of agriculture, commerce, the various trades, professions and handicrafts.

The advantages of bodily exercise.

The properties of plants, the uses of minerals and metals.

The habits of animals, and the characteristics of different races, and common national phenomena, fables, and historical and biographical episodes chiefly derived from oriental sources. The secondary series should go over much the same ground, in a more complete and exhaustive manner, and should also include lessons on money matters, on manufactures, and the mechanical arts or science, and the laws of health,

A Meeting of the School Book Committee was held at the house of Sir E. C. Bayley, K. C. S. I., *on Saturday, the 23rd of June* 1877.

Present:

Sir E. C. Bayley, K. C. S. I., *President, in the Chair.*

Colonel Macdonald.	Rao Saheb Dandeker.
Mr. Griffith.	Mr. Oxenham.

The Secretaries { Mr. Tawney. / Mr. Lethbridge.

1. The proceedings of the previous meeting were read and confirmed.

2. Read a Note by the President prepared in accordance with Resolution No. 3 of the Committee at their meeting on the 8th of June.

Ordered to be printed and circulated.

3. Dr. Leitner's proposal made at last meeting was carried with the additional recommendation that simple poetical extracts should be introduced into Vernacular Readers intended for primary instruction.

4. The Committee next proceeded to discuss the question of the desirability of an Imperial series of English Readers, Grammars, Histories, Geographies, &c.

It was resolved that, under existing circumstances, it was not expedient to recommend any Imperial series for the whole of India. There are several series which more or less closely approach the ideal standard, and there is every probability that existing imperfections will be removed in future editions. The Committee consider that there should be a Standing Committee in each Province for English as well as Vernacular text-books and with similar duties. The Committee should in all cases submit to their Government the reasons for their decisions with hints for the improvement of those books which they consider on the whole worthy of commendation.

It was resolved to recommend that the following principles be kept in view in the selection of English Readers :

(1.) Readers should be graduated according to increasing difficulty of idiom not, as is too often done, according to increasing length of words. Readers generally commence with letters and words of one syllable ; in the opinion of the Committee, as far as these steps of reading are concerned, boys ought to have already acquired them in the vernacular.

(2.) Readers intended for the lower classes should be provided with notes and a glossary in the vernacular.

(3.) That works intended to teach the English language should be entertaining rather than instructive. The subjects of the earlier lessons should be such as are familiar to Indian boys, in order that time which ought to be spent in teaching the language should not be wasted in explaining ideas. The Committee here desire to remark that in the lower classes of secondary schools substantive knowledge had better be imparted in the vernacular.

(4.) One great desideratum is a properly graduated series of English exercises, so arranged as to practise the student in translating from his own vernacular into English and from English into the vernacular.

(5.) An easy English Grammar for the lower classes of schools should be prepared in the vernacular of each Province.

(6.) The study of history should commence with the student's own Province, then should follow the History of India, afterwards that of England, and so much of general history as is necessary to illustrate it. The history of the student's own Province might most profitably be studied in the vernacular.

(7.) The same principle should be followed with regard to geography. Geography should always be studied with an atlas, and, if possible, with a globe.

(8.) It is very desirable that schools throughout India should be supplied with large coloured engravings of the varieties of the human race,

the costumes of the principal nations, remarkable beasts, birds, &c.; such natural phenomena as the Aurora Borealis, the mirage, volcanoes, geysers and water-spouts; sketches of scenery and celebrated towns and buildings, &c.

(9.) The Committee wish it to be understood that they do not recommend any one method of procuring school books as alone suitable. The system followed in Madras may reasonably be expected to yield excellent results, but there is every ground for supposing that private enterprize controlled by Standing Committees on the plan suggested above will provide continually improving educational series.

(10.) The Committee are of opinion that in all readers, particularly in those intended for the lower classes, the prose extracts should be far more numerous than the poetical. The poetical pieces introduced should be of a simple character, and should be committed to memory by the pupil.

(11.) Great care should be taken to graduate series correctly. No series can be considered satisfactory which has the same piece of poetry in two or more successive numbers.

(12.) The Committee then proceeded to discuss the question of scientific terminology. They felt unwilling to lay down any absolute rule on such a controverted subject; but as it was necessary for their immediate purpose to devise measures for securing uniformity, they considered themselves bound to declare their opinion that transliterations of European scientific terms should be employed in all cases where precise vernacular equivalents are not already in current use.

CONFIRMED.

E. C. BAYLEY.

A Meeting of the School Book Committee was held at the house of SIR E. C. BAYLEY, K. C. S. I., *at* 11 A. M. *on Monday, the 25th of June* 1877.

PRESENT:

SIR E. C. BAYLEY, K. C. S. I., *President, in the Chair.*

COLONEL MACDONALD.	RAO SAHEB DANDEKAR.
MR. OXENHAM.	MR. GRIFFITH.

One of the Secretaries, MR. TAWNEY.

1. THE proceedings of the previous meeting were read and confirmed.

2. Read a previous resolution of the Committee passed at their meeting on the 5th of June 1877 giving their interpretation of para. No. 3 of the resolution of the Government convening the School Book Committee.

Read also two Notes by Dr. Leitner—one on the resolution convening the School Book Committee, the second entitled extracts from "rough outlines of a scheme to carry out the project of Lord Lytton".

RESOLVED—That the Committee, after careful consideration of Dr. Leitner's remarks, adhere to their previous interpretation of the paragraph in question, and consider that the educational treatises contemplated therein, are not intended to be read in ordinary schools, but are rather to be of a kind calculated to be useful to persons of mature age in qualifying themselves for their duties in life.

The following resolution was then passed:

The subjects on which treatises might advantageously be compiled in the principal vernacular languages of India are as follows:

1. The Laws of Health or Hygiene.
2. Political Economy.
3. The Principles of Jurisprudence.
4. The Principles of Evidence.
5. The Theory and Practice of Local Revenue Systems.
6. Arts and Manufactures.

It may safely be left to the Standing Vernacular Committees, which we wish to see established in the various Provinces under the direction of their respective Governments, to encourage by such means as they think fit the production of treatises on these subjects wherever they may seem to be required.

Should any such treatises become generally popular, the various local committees might subsequently take steps to have short and simple abridgments of them prepared for introduction into secondary schools where deemed desirable.

3. It will be observed that the opinion of the Committee points rather towards independent provincial effort in the preparation and selection of educational works than centralised Imperial control. An annual review by the Government of India of the provincial reports will enable them from time to time to issue such directions as will ensure progressive improvement in manuals and methods of instruction. The Committee are also of opinion that it would be advantageous if the various Governments were directed to communicate to each other the reports of the local committees, and the action taken by them thereon. We believe that these measures would tend to produce greater harmony in the educational systems of the various Provinces of India, and, by placing the experience of each Province at the service of the others, prevent much useless expenditure of time, labour and money.

CONFIRMED.

E. C. BAYLEY.

A Meeting of the School Book Committee was held at the house of SIR E. C. BAYLEY, K. C. S. I., *on Tuesday, the 26th of June* 1877.

PRESENT:

SIR E. C. BAYLEY, K. C. S. I., *President, in the Chair.*

COLONEL MACDONALD. | MR. OXENHAM.
MR. GRIFFITH. | DR. LEITNER.
RAO SAHEB DANDEKAR.

One of the Secretaries, MR. TAWNEY.

1. THE minutes of the previous meeting were read and confirmed.

2. The Committee proceeded to discuss the question of the desirability of substituting some more concise geometrical manual for the works of Euclid.

RESOLVED—That as long as the Indian Universities prescribe the works of Euclid, they must be read in schools, for even supposing it were desirable to substitute some more concise geometrical method in the lower classes, it would confuse the student to exchange one system for another, as it would be necessary for him to do, as soon as he began to prepare for the matriculation examination of one of the Indian Universities.

3. Colonel Macdonald brought to the notice of the Committee that an expression used in Resolution 9 of their proceedings of the 19th of June might be construed to apply to books used for purely religious instruction.

RESOLVED—That the Committee do not intend any of their resolutions to apply to books used in denominational schools for the purpose of purely religious instruction.

4. Read a Note by Dr. Leitner on the feelings of orthodox Muhammadans with regard to pictorial illustrations in books.

ORDERED—That the Note be printed and appended to the Committee's report.

5. RESOLVED—That it is expedient that the Standing Committees, which we wish to see established in each Province, should procure copies of all the text-books approved in other Provinces, in order to form the nucleus of a library of reference.

A Meeting of the School Book Committee was held at the house of SIR E. C. BAYLEY, K. C. S. I., *on Saturday, the 30th of June* 1877, *at* 11 *o'clock*,

PRESENT:

SIR E. C. BAYLEY, K. C. S. I., *President, in the Chair.*

COLONEL MACDONALD. | DR. LEITNER.
MR. GRIFFITH. | RAO SAHEB DANDEKAR.
MR. OXENHAM.

The Secretaries { MR. TAWNEY. MR. LETHBRIDGE.

1. THE Minutes of the previous meeting were read and confirmed.

2. Dr. Leitner read a Note on the subject of transliteration.

RESOLVED—That, with reference to the Resolution 12, passed 23rd June, the Committee agree with Dr. Leitner that it would be advantageous to insert the equivalent in Roman type of words transliterated in vernacular scientific treatises, as the Committee believe is already done in some series.

ORDERED—Also that Dr. Leitner's Note be printed and appended to the report.

3. Dr. Leitner read a Note on Native Army Schools.

RESOLVED—That this is a matter of which the Committee cannot take cognisance.

4. Read rough outlines of a draft report by Messrs. Oxenham and Tawney.

RESOLVED—That the Committee accept these outlines as the skeleton of their report. The duty of expanding and connecting them in accordance with the resolutions of the Committee, and the Notes of the members to be assigned to Mr. Lethbridge. When the report is prepared Mr. Lethbridge will submit it to the President, and when approved by him will send two copies to each member—one to be returned signed within three weeks after receipt accompanied with any dissent that he may wish to record, the other to be kept by him.

APPENDIX XI—(1)—(Bengal).

Reports of the Local Committees.

No. 3225, dated the 2nd July 1874.

From—W. S. Atkinson, Esq., Director of Public Instruction.

To—The Secretary to the Government of Bengal, General Department.

With reference to your No. 1399, dated 3rd April 1873, and subsequent correspondence, I have now the honour to submit, for the orders of Government, a first report from the School Book Revision Committee appointed last year in accordance with the instructions conveyed in the resolution of His Excellency the Governor General in Council of the 29th March 1873.

2. The report now forwarded relates exclusively to English text-books. The inquiries regarding vernacular books are not at present completed, and, as I understand that some time must yet elapse before the Committee will be in a position to complete their labours, I think it better to send on their first report without any further delay.

3. The Committee, as now constituted, consists of the following members:

Mr. C. B. Clarke, *President.*

Mr. C. Tawney.	Babu Rajendra Lala Mitra.
Mr. E. Lethbridge.	Babu Prasanna Kumar Sarvadhikari.
The Revd. S. Dyson.	The Revd. K. M. Banerjee.
The Revd. Dr. R. Jardine.	Babu Krishna Kamal Bhattacharjya.

Babu Pyari Charan Sarkar.

Mr. Lethbridge was asked to undertake the office of Secretary, and he has performed the labourious duties of the office with great diligence and much ability.

This Committtee comprises the names of some of the most accomplished scholars, Native and European, in this part of India, and the members individually possess large practical experience of school and college requirements. It will be seen that they have conducted the inquiry entrusted to them with great thoroughness, and their conclusions will, I believe, command the general assent of the best educational authorities.

4. As regards the steps to be taken by Government in consequence of the representations of the Committee, it appears to me that to secure the object in view little more is needed then to make a public announcement of our ascertained deficiencies. It is not necessary that any money payments should be offered to secure the improved books required. A good school book is a valuable property which brings considerable remuneration to the author, and therefore requires no aid on the part of Government; while, on the other hand, a bad or indifferent book can of course have no claim to be bolstered up by a grant of public money.

I would simply make known our wants in full confidence that before long improved books will be forthcoming to supply the demand.

It may be doubtful, however, whether it would be proper to publish the class list B, in which the Committee have named a number of books which they think should be excluded from our schools in Bengal. Authors and publishers are naturally very sensitive about any public disparagement of their literary property, and it may perhaps be as well to take warning from what occurred many years ago in England, where the outcry, occasioned by the criticisms upon the school books then in use in the annual reports of Her Majesty's Inspectors of Schools, reached such a height as to compel the Committee of the Privy Council to issue an order, still in force, peremptorily forbidding the Inspectors from making any remarks, either good or bad, upon any school book whatever that might come under their notice. It will probably be best simply to make known that we want improved books in such and such subjects, and to refrain from naming any books now in use which it is intended to displace.

5. In confirmation of the view that but little direct action on the part of Government is now required, I may note that I have lately been informed that the publishing Firm of Messrs. Thacker, Spink & Co. has determined to bring out a school book series both in English and Bengali with the special object of meeting the grave deficiencies which the Committee have pointed out. They have engaged the services of some of our ablest writers in preparing this series, and their arrangements are already so far advanced that they expect to have from four to seven books

of the series actually published by December next. They have ordered out from England the best stereotype apparatus, and they intend to bring out their school book series, as regards form, printing, and paper, in a style hitherto not reached in India, and at a much lower price than is charged for the school books now in use. Besides this, Babu Pyari Charan Sirkar has undertaken to bring out a new and improved edition of his series of readers under the supervision of Mr. Lethbridge. Thus the labours of the Committee are already bearing fruit, and with the information now obtained I have no doubt that, under a system of free competition, the improvement of our school books will be rapid and continuous.

6. I most entirely concur in the remarks of the Committee in clause *(d)* of para. 9. To improve the quality of our teachers is unquestionably of even greater importance at the present time than to improve the quality of the books they have to teach. The tendency of some of the measures of recent years has unfortunately been to lower the standard of our staff of masters, and this is certainly a very great calamity. I believe, however, it may be repaired by degrees with very little, if any, encroachment on the public purse. The present is not a proper occasion for discussing this question; but I cannot refrain from expressing a hope that I may be permitted to do all that is possible within the limits of our money resources to improve the position of our public school-masters, and to attract really able men to join the service.

7. I also concur in the recommendations that school boys should have more practice than is usual at present in learning passages of English by heart, and in translation from the vernacular into English; and that more attention should be given to English composition. With the Lieutenant-Governor's permission I would propose to issue a circular impressing these points on the attention of the managers of schools and the masters.

No. 68, dated Calcutta, the 11th March 1874.

From—E. LETHBRIDGE, Esq., Secretary, School Book Revision Committee.

To—The Director of Public Instruction, Lower Provinces.

I AM directed by the School Book Revision Committee to submit to you the following report prepared in accordance with your orders of 15th April 1873.

2. The present report refers only to the *English* books used in schools in Bengal. The orders of the Government of India extending the scope of the Committee's inquiries to vernacular books were only received on 22nd July 1873, and though the Committee immediately took steps for getting in a body of information regarding them similar to that on which the present report on the English books is founded, they have not yet received a sufficient number of replies to enable the Vernacular Sub-Committee to commence their labours. It has, however, been deemed advisable to submit to Government without further delay the results that have been arrived at with regard to the English text-books.

3. The Committee have confined their examination entirely to the English school books actually in use in Bengal, which are all read with a view to training the boys for the University Entrance and Minor Scholarship examinations. It must be remembered that from 1874 no text-books are prescribed in the English language for the University Entrance examination. It, therefore, became necessary for the Committee to consider the books generally read in schools. As their inquiries advanced, it appeared that the number of books actually in use was not large. On the other hand, it was evident that if they enlarged their inquiries to the examination and discussion of all the books that might possibly be read with a view to the acquirement of the English language, they might be embarking on an investigation of the whole field of English literature, and that their report would be delayed almost indefinitely.

4. In accordance with a resolution passed at the first meeting of the Committee (28th April 1873), a circular letter of inquiry (Appendix I.) was issued to the head masters of 900 English-teaching schools in Bengal. This was done with the view not only of obtaining full information about the school books in use, but also of collecting opinions on the whole subject from those whose practical experience could hardly have failed to have brought to light many defects in existing text-books and to have suggested many possible improvements.

5. Up to the present date 311 reports from head masters of schools have been received by the Committee in reply to these inquiries. The reports, as they have come in, have been circulated by the Secretary among the members of the

Committee. Each report has been examined by at least one member, and notes have been recorded in the Office of the Committee of any criticisms or suggestions that appeared to be of value.

6. All the reports thus received and examined have finally been analysed and reduced to a tabular form in the Office of the Secretary, and the results of this analysis are contained in four ledgers, which are stored in the Office for reference.

Ledger A (in two parts) is arranged so as to shew—under the title of each text-book returned as being in use—(1) the names of the schools in which it is used, with the names of their respective head masters; (2) the class or classes in which it is used; (3) the parts that have been read during the past year; (4) the opinion of the head master as to the parts best suited to the capacity of Native students; (5) his opinion as to the parts ill-suited to their capacities; (6) his suggestions, if any, as to other books better suited; and (7) any general remarks offered by him as to the merits or demerits of the book.

Ledger B is arranged so as to shew, under the heading of each one of the nine classes into which a large zila school is commonly divided, what books are used in each class in every school from which returns have been received.

Ledger C contains the general remarks of the head masters who have offered any, and of the members of the Committee.

All the ledgers are indexed, and the Committee believe that they contain a body of evidence on the subject of Indian school text-books, of the highest value both for the purposes of the present inquiry and for reference on all future occasions.

7. Nearly the whole of 1873 had passed away before the work of examining and tabulating the school masters' reports had proceeded far enough to give every member of the Committee a clear view of the difficulties and defects in existing text-books as they appear to those who have practically to work with them, and to enable the Committee to enter into and appreciate the wants and aspirations of the more intelligent teachers and the requirements of the students. But from October last, the Committee have been assiduously engaged in utilising this enlarged acquaintance with the merits of the question before them in a detailed examination of the text-books themselves. They have examined all the books returned as actually in use that are procurable in Calcutta, as well as all those that have been submitted to them by authors or publishers, and all those that have been recommended as likely to be suitable.

8. A sub-committee was nominated for deciding on the merits of the text-books used in teaching English, another for those used in teaching history and geography, and a third for the mathematical text-books. The results of the labours of these sub-committees are contained in their reports, which are appended to this general report as Appendices II., III., IV.

9. On the general question the Committee beg leave to submit the following remarks:

(a.) They are unanimously of opinion that the information elicited by their inquiries confirms the belief expressed by the Government of India in its Resolution of 29th March 1873 that the books now used are not "altogether accordant with what appears to be a sound principle of elementary education, namely, that the contents of the books taught shall be as much as possible within easy range of the pupil's comprehension and ordinary experience". They find, with regard to the great majority of school books used in the schools of Bengal, that the books edited and published in England, especially in the departments of English literature and history, are generally unsuited to the capacities of Native students. Many of these books are sometimes unintentionally offensive to their national and religious feelings. They contain frequent allusions to European and classical history, altogether beyond the range of school boy reading in this country; and with hardly an exception they pre-suppose a familiarity with English home scenes and English domestic life such as cannot possibly be possessed or even realized by Indian boys. On the other hand, many of the text-books that have been published in India, and prepared specially for the use of natives of this country, have been allowed to fall behind the age; many are full of inaccuracies both in matter and in style; and nearly all need improvement in the mere outward form, being badly and incorrectly printed on very inferior paper, badly bound, and costly withal.

(b.) The Committee hold that the text-books for use in Indian schools ought, as a general rule, to be prepared specially for the use of Indian boys by persons possessing a practical knowledge of their requirements, with a due regard to their tastes and feelings, and with the utmost care (in the books for the junior classes) to

avoid everything that is obviously beyond the scope of their actual or possible experience. And whilst nearly all English books written for English boys would thus demand revision at the hands of a Native scholar, or at least of some one well acquainted with Native modes of thought, English books prepared by Native scholars ought likewise generally to be revised by cultivated Englishmen, to secure that accuracy in minor points which is now happily regarded as an essential feature of a good school book.

(c.) The Committee believe it to be unwise to attempt to combine scientific instruction with the teaching of a difficult foreign language, for the result must usually be that a mere smattering of science is learnt at the cost of purity and accuracy of idiom.

(d.) But the Committee beg leave to submit that the only reform from which may be expected any really great and permanent improvement in the quality of the English education given in the schools of Bengal must affect the calibre of the teachers rather than the character of the text-books. Many of the school-masters' reports that have been examined display very considerable intelligence and cultivation; and the Committee desire to express their sense of the valuable aid which has been afforded them by these reports. But they ought to notice—*first*, that a large number of the reports shew that their authors have themselves a very limited acquaintance with the English language; and, *secondly*, that a majority of the English-teaching school-masters have not even attempted to answer the inquiries addressed to them. It is possible that financial considerations may forbid the hope of any great immediate improvement in the direction here indicated, and the Committee believe that the scope of their powers only permits them to point out the evil, without presuming to offer any suggestion as to its remedy. They think, however, that there is one improvement which would not be open to this objection. They have been informed that Bengali boys, as a rule, are not compelled to commit to memory choice passages of English poetry and prose. They would submit that no exercise is better fitted to improve the taste of young boys, and to furnish them with a copious vocabulary. They are also of opinion that translation from Bengali into English should be practised as much as possible, and that generally more stress should be laid upon composition than appears to be done at present.

(e.) With regard to the English books used in teaching history, the Committee are of opinion that the defects in existing text-books may generally be attributed to causes similar to those which have injuriously affected the books used in teaching English, and especially to the ignoring of the obvious truth that works admirably adapted for boys in England may be, and often are, utterly unsuited to boys of this country. The Committee believe that the history of India, and especially the history of their own Province, should form the starting point of the historical studies of Indian boys, and the history of India would naturally lead to that of England.

(f.) With regard to the English text-books used in teaching geography, the Committee are of opinion that the most important point to be secured is the preparation of a really good Atlas, suited to the course of reading of Indian boys and of moderate price; and that text-books of geography are most useful when used as companions to the Atlas and the Globe.

(g.) The only remaining subject commonly taught from English text-books in the schools of Bengal is Mathematics; and on the text-books used in teaching this subject the Committee have only to notice the importance of obtaining a cheap and trustworthy arithmetic in which due prominence is given, in the examples, to the Indian weights and measures. The value that is set upon this knowledge by the masters of schools will always largely depend on the weight assigned to it in the University Entrance Examination; and as recent University papers have shown a tendency to increase this weight, the Committee believe that the demand thus created will soon be supplied by new text-books. In other points, since the abstract principles and methods of mathematical science are the same for all countries and in all languages, there is little room for improvement on the standard English works now in general use.

10. The course of reading that it may be advisable to follow in the English classes will always depend to a considerable extent on the acquaintance with common general knowledge that it may be possible for the boys to obtain by means of vernacular school books. Thus, were it possible for Bengali boys to obtain in Bengali an acquaintance with the broad general facts of history, they might read with much greater advantage and rapidity the histories in English usually placed in their hands. The Committee hope to remark further on this important point in the education of Bengali boys in their future report on the vernacular school books in use in Bengal.

APPENDIX I.

Circular No. 5, dated Calcutta, the 31st May 1873.

From—E. LETHBRIDGE, Esq., Secretary, English School Book Committee.

To—The Head Master of School.

I AM directed to inform you that a Committee has been appointed by His Honor the Lieutenant-Governor of Bengal, in accordance with a Resolution of the Government of India in the Home Department, to examine and report upon the text-books in English that are used in the schools of Bengal, and I am to request that you will favour the Committee by giving them the results of your own experience on the subject.

2. I beg to enclose for your information a copy of the Resolutions of His Excellency the Governor General in Council and of His Honor the Lieutenant-Governor of Bengal, and to request your special attention to the contents of the 4th para * of the Resolution of His Excellency the Governor General. His Excellency is of opinion that the introduction into the schools of this country of books containing allusions to scenes or ideas,† which the boys cannot possibly realize or appreciate, is apt to hinder progress in mastering the language itself *which should be the main object of education at this (i. e.*, the school) *stage.*

* 4. His Excellency would, therefore, shape the course of text-books more closely towards their main object—elementary knowledge of the language in which they are written, coupled with useful instruction in common things. He would largely substitute familiar for foreign subjects, and in examinations he would avoid testing a boy's capacity to retain and repeat what cannot yet be of use to him.

† *e. g.* Classical metaphors, allusions to European history, or scenes of English social life.

3. In order that the Committee may be able readily to compare the various opinions that may be offered to them on the character and the value of the English text-books at present in use in Bengal, and that they may be able thus to make full use of the information that may be supplied to them, it is desirable that this information be furnished, as far as practicable, in the form of answers to definite questions. The Committee, therefore, request that you will be so kind as to answer the following questions in detail, marking each answer with the number of the corresponding question :

(1.)—Be kind enough to give a complete list of the text-books used in teaching *English* in your school in each class, stating the number of pages in each book, together with its size, price and edition.

(2.)—How much of each book was read last year in class? Please specify the exact pages read.

(3.)—What parts of each book, if any, are considered by you to be unsuited to the capacities of Native scholars? Please give your reasons with detailed illustrations.

(4.)—What parts are considered by you specially suited to the capacities of Native scholars? Please give your reasons with detailed illustrations.

(5.)—Do you know of any books or extracts which you consider better suited to the capacities of Native scholars than those you have mentioned? Please give your reasons with detailed illustrations.

(6.)—What classes or kinds of extracts generally do you consider to be specially suited to the capacities of Native scholars?

(7.)—Do you know of any books that treat of the common things of this country?

4. Please answer the last five questions (3), (4), (5), (6), (7), with reference to each school-class.

APPENDIX II.

Report of the Sub-Committee for English Books on books used in teaching English in the Schools of Bengal, presented to the full Committee for Revision of School Books on January 24, 1874.

WE have the honour to present the following report on the text-books used in teaching English in the schools of Bengal. The books examined include all

those that have been submitted to us, and those that we have been able to obtain through the School Book Society. Each has been separately examined and remarked upon by one or other of us, and the remarks upon each book are filed in the Office of the Committee for reference.

2. We wish to express our strong conviction that in teaching English it is worse than useless to attempt to teach science at the same time; and we have acted upon this view as a general principle, condemning those books or series that propose to impart other scientific or technical knowledge under the cover of English literature.

3. We do not consider that any series of reading books which we have examined is perfectly adapted in its present form for the instruction of Indian youths, at the same time we think that there are many single class books which, in default of perfect ones, might, in the hands of *judicious teachers*, be used with advantage.

4. In accordance with this view we have arranged all the books we have examined under two heads.

5. In Class A we have included all those books which we think may be used under the above conditions, and which (though not perfectly suited) appear to be the best text-books at present available for the schools of Bengal; and in this list we have appended to the name of each book or series, in those cases in which we have thought an improvement absolutely necessary, a statement of those points in which we consider the book or series to be defective, or in which we think it susceptible of improvement.

6. In Class B we have put all those books we think it advisable to exclude from the schools of Bengal.

CHARLES H. TAWNEY.
ROBERT JARDINE.
S. DYSON.
RAJENDRA LALA MITRA.
E. LETHBRIDGE.

CLASS A.

Number.	Names of Books or Series.	REMARKS.
	Moral Class Book ...	
	Sircar's Series ...	Have many good points, and on the whole are the best that we have seen for the lower classes. They ought to be revised by an Englishman and re-edited, and they might well be better printed on better paper and sold at a lower price.
	Calcutta School Book Society's Series.	This series, too, has many excellent points; but many pieces demand excision, and the series, as a whole, is too English in character. Moreover, it has been so long in general use that many teachers know the English contained herein and no other. It ought to be reprinted on whiter paper with blacker ink, broader margin, and better covers.
	Presidency Readers ...	This series is open to all the objections that have been made to the Society's series, both in form and in matter.
	Douglas's Series ...	This series is, as a whole, too exclusively English, more so than the two last named; but in many other respects it is very meritorious.
	Nelson's Series ...	Precisely the same remarks will apply to these two series.
	Laurie's Standard Series	

Number.	Names of Books or Series.	Remarks.
	Royal Reader (Nelson's) No. VI.	A very good reading book for English schools, and if other volumes of the series are equally good, they might perhaps be introduced into Indian schools, though not specially adapted to the use of the Indian boys.
	Azimgurh Reader ...	This, like the Presidency Readers, is too Johnsonian, but has done good service and may do more.
	Poetical Selections, Seventh Edition.	These seem easy and interesting. They are not all in the very best style of poetry, but simplicity is more important for boys. Some notes seem necessary; page 45 would need some expurgation if the book is to be used by very young boys.
	Selections from the writings of Oliver Goldsmith.	This is a useful book, but rather meagre.
	Reading without spelling...	This is not specially adapted to the use of Indian boys, but is a good enough book in itself.
1.	Young Child's Grammar...	Bain's Grammar is satisfactory from a philological point of view, but it is far too difficult. We have no hesitation in recommending Adams' for general purposes for the Entrance Class, but it is too difficult for junior classes. The other grammars are sadly deficient; at the same time it is evident that Hiley's Grammar has practically done good service, otherwise it would not have been so generally used in Indian schools. Tancock's English Grammar is very good, but is intended to be read by boys who are studying Latin and Greek.
2.	Hiley's English Grammar	
3.	Bain's Grammar ...	
4.	Adams' Grammar ...	
5.	Tancock's Grammar ...	
	Laurie's Manual of English Spelling.	
	Laurie's Outlines of Analysis	
	Dalgleish's English Grammar, Outlines.	A good book. Very suitable for the lower classes. When learned, it will not necessitate any subsequent unlearning, which is the case with most English grammars.
	Dalgleish's English Grammar.	A good grammar, suitable for all classes. If thoroughly mastered, will need little supplementing; it is not so full of philological lore and early English forms as Dr. Adams' book. In some points, *e. g.*, the classification of conjunctions, it seems to be almost too refined. Still the classification supplies good logical exercises. Any further utility seems doubtful.

Class B.

	MacCulloch's Series ...	The large amount of scientific information contained in these reading books makes them very dry and repulsive, and is alone sufficient to condemn them.
	Laurie's Technical Series...	Precisely the same remarks will apply to this series.
	Murdoch's Series ...	Both these series are compiled with a distinctly Christian purpose and tendency. Dr. Murdoch's series is in itself excellent, and may well be used in Missionary schools.
	C. V. E. S. Series ...	

Number.	Names of Books or Series.	Remarks.
	Cooke's Letter Writer ...	This is a book of such a pernicious character that it ought not to be permitted to be used in any schools over which Government has any control.
	Howard's Series ...	Is bad in every way.
	Chambers' Series ...	Is unsuited to Indian youth.
	Laurie's Standard Home Lesson Books ... Laurie's English Grammar ...	These books embody *a very good idea*, viz., a series of exercises to be written out or learnt at home, to be used simultaneously with readers. But the examples here naturally are suited to English boys.
	Laurie's Easy Steps in English Composition.	The idea of this book is excellent, but the examples, subjects, &c., &c., are utterly unsuited to India, *e. g.*, the anecdote on pp. 13, 14.
	Irish Series of Reading Books	
	Lennie's Grammar.	
	G. C. Bannerjee's Series.	
	Circle of Knowledge, by C. Baker.	
	Poetical Class Book, No. 2, by Radhica Prosad Mookerjee.	
	The Scholar's Spelling Assistant.	
	Bain's English Composition.	
	Todd's Student's Manual.	
	The First Book of Poetry, by Gostobehary Mullick.	
	Young Student's History of Bengal, by Mothura Nath Burma.	
	A Supplement to Hiley's Grammar, by Mothura Nath Burma.	
	Murray's Indianised English Spelling Book.	
	Mann's Lessons in General Knowledge.	
	English Instructor, Nos. 1, 2 and 3.	
	Grammatical Primer.	
	Poetical Class Book, No. 1, by Radhica Prosad Mookerjee.	
	English Spelling Book, No. 1.	
	The Boy's First Book of Poetry.	
	Spelling Book Superseded.	The *first part* which treats of English words having the same sounds but different meanings might be used as a task-book. The latter part is a book of reference. It is both too meagre and too comprehensive.
	Reid's English Grammar ...	Constructed on the model of Lennie's with modern additions on analysis of sentences. Inferior to Dalgleish.
	Sixth Standard Reading Book.	Too descriptive and too scientific; too difficult also for Entrance students, especially the poetry. The descriptions of Indian scenery from Dilke's *Greater Britain* are in doubtful taste. It is full, however, of interesting information.

APPENDIX III.

Report of the Sub-Committee appointed to examine and report on the English books used in teaching History and Geography in the Schools of Bengal, presented to the full Committee, February 19th, 1874.

THE Sub-Committee are of opinion that the History of India should form the starting point of the historical studies of Indian boys; the History of India would naturally lead to that of England, and in extending and completing their knowledge of English civilization, they might be led to acquire some idea of the development of other European States. For Bengali boys of the minor classes it would, of course, be desirable to commence with the History of Bengal.

2. Hence it will generally be desirable to postpone the study of Greek and Roman history to a period of the educational course later than that usually passed at school; and the Sub-Committee, therefore, wish to make no recommendations with regard to the text-books of Greek and Roman history.

3. The Sub-Committee are of opinion that Descriptive Geography is best taught in schools, not by learning a text-book by heart, but from maps or the globe; and they wish strongly to recommend the compilation of a good Indian Atlas for this purpose. The Eastern Atlas published by Collins is far better than anything else that they have seen for the money, though it has many errors and deficiencies, some of which have been pointed out in the public prints. As, however, they do not wish to prescribe the reasonable use of text-books, they append the results of their examination of those now in favour.

4. The Sub-Committee have arranged the text-books in English and Indian history and in geography, which they have examined, in two classes, as was done with the text-books used in teaching English. In Class A they have put those text-books which, under present circumstances, seem best adapted for use in the schools of Bengal. In Class B they have put those books which they think ought to be excluded from the schools.

5. The remarks of the individual members of the Sub-Committee on each book, respectively, are filed in the Office of the Committee for reference.

CHARLES H. TAWNEY.
S. DYSON.
ROBERT JARDINE.
RAJENDRA LALA MITRA.

CLASS A.

Number.	Names of Books.	REMARKS.
1	Edith Thompson's History of England (Freeman's School Series).	Miss Thompson's book appears to represent some of the results of recent researches more completely than any other book we have seen; but we are of opinion that Dr. Collier's work, taking into consideration the bulk and price, is a very satisfactory compilation, and will probably be more easily understood than Miss Thompson's more pretentious work.
2	Collier's History of the British Empire. (The Advanced History, 3*s.* 6*d.*)	
3	Little Arthur's History of England.	The Committee have been unable to obtain copies of these histories; but they believe from their own recollections that they might be found useful in the junior classes; though it is possible that objections might be made to them on the score of a tendency too distinctively Christian.
4	Mrs. Markham's History of England.	
5	Lethbridge's History of India.	

Number	Names of Books.	Remarks.
6	Geography of India, by Peary Churn Sircar.	Defective in maps and somewhat full of details
7	Geography of India, by H. Blochmann.	Useful as an historical geography.
8	An easy Geography, by Pyarilal Shome	These are cram books; they may, however, be used with some advantage as companions to the Atlas
9	Outlines of Modern Geography.	
10	First Geography, School Book Society.	
11	Anderson's Geography ...	This is a good book in some respects, but its account of India is too short and imperfect
12	Mr Marshman's History of Bengal.	This cannot be dispensed with, because there is no other book on the subject

Class B.

1	Student's Hume	The reasons which have induced us to reject these books are contained in the reports of the individual members of the Sub-Committee, which are filed in the office of the Committee for reference.
2	Goldsmith's History of England	
3	White's History of England	
4	Lupton's History of England.	
5	Farr's History of England	
6	Milner's History of England	
7	Yonge's Cameos from English History.	
8	Freeman's Old English History for Children	
9	Marshman's History of India	
10	Marshman's Abridgment of the History of India.	
11	Peter Parley's Universal History.	
12	Bose's Summaries.	
13	Sircar's Outlines of the Geography of India.	
14	Hunter's History of India.	
15	Laurie's Primary Geography.	
16	Laurie's Manual of Geography.	
17	Laurie's Facts and Features of English History.	
18	Laurie's English History, or Our Country's Story.	
19	Prichards' Physical Geography.	
20	Laurie's Georgaphy of India	
21	Primary Geography.	
22	Second Geography.	
23	Reid's Geography.	

APPENDIX IV:

Report of the Sub-Committee appointed to consider the books used in teaching the Arithmetic and Algebra and the Euclid for the University Entrance Examination.

THE Sub-Committee have obtained, through the aid of the Director of Public Instruction, the following list of all the books known to the teachers of collegiate schools as now actually in use in Bengal for teaching arithmetic and algebra for the University Entrance Examination:

	Rs.	As.
Barnard Smith's Shilling Arithmetic	0	8
Ditto do. Arithmetic for Schools	2	4
Ditto do Arithmetic and Algebra	5	4
Todhunter's Algebra for Beginners	1	4
Colenso's Shilling Arithmetic	0	12
Ditto Elementary Arithmetic	1	12
Ditto Arithmetic for Schools	2	4
Ditto Elementary Algebra	0	12
Ditto Algebra for Schools	2	8
D'Cruz's Elements for Arithmetic	2	8
Hind's Algebra.		
Wood's Algebra	6	4
Wrigely's Examples	4	4
Newmarch's Arithmetic.		
Indian Youth's Guide of the Calcutta School Book Society.		

2. Some of the collegiate schools mention that the larger and more expensive of these books are used in their schools by the masters only, and it is probable that the boys in general use the treatises of Todhunter, Colenso and Barnard Smith. We are of opinion that these, for cheapness, accuracy of printing, and answers, and arrangement and explanation of the subject matter, are the best to be had, and, indeed, about as good as need be wished for. The other books in use are chiefly older works that have been nearly superseded by these treatises of Todhunter, Barnard Smith and Colenso.

3. There are now many school arithmetics brought out of high merit as to cheapness and general excellence; but we do not know any that is actually superior to those above recommended. In the elements of arithmetic and algebra, the school books go over very nearly the same ground in the same way, and we do not see that there is any advantage to be gained by increasing the variety of books used in schools in these subjects which the Committee has thought would be an advantage in the case of literature. We have, therefore, not loaded our report to the Committee with a list of these other excellent school books on arithmetic and algebra; there could, however, be no objection to any school using them.

4. The work of Mr. D'Cruz stands on a different footing from the others, as it contains, in addition to tables of English money, weights and measures, and examples proceeding on them, also tables of Bengali money, weights and measures, and examples proceeding upon *them*. It will probably be generally deemed advisable that the school-boys of this country should be practised in working arithmetical examples involving weights and measures universally in use in the country. Mr. D'Cruz's book is not equal in the arrangement and explanation of the subject to the best English treatises; it is affected by much more numerous errors in the type and in the answers than the best English stereotyped books; and, lastly, it is very expensive compared with the books recommended above.

5. The proportion of attention paid in the schools to Bengali weights and measures will vary exactly as the number of questions set in the University Entrance Examination which employ Bengali weights and measures. We will assume that a sufficient number will always be set to make it worth the boy's while to become ready in working in Bengali weights and measures.

We believe that in such case the best and most practical plan will be that which is chiefly followed now, viz., that the boys should learn the subject out of one of the best English treatises, and that the teacher should give them additional examples in Bengali weights and measures taken out of D'Cruz or some Bengali arithmetic, of which there are several excellent ones in use.

We doubt, in short, whether any treatise can be prepared in this country which will on the whole compete in accuracy, excellence, and especially in cheapness, with the works of Barnard Smith, Colenso and Todhunter.

Possibly a very small book in English containing an accurate list of Bengali weights and measures, with a good collection of examples involving these weights and measures, arranged so as to be used concurrently with Barnard Smith's book, and with correct answers given at the end, might be published for a few annas, and might be found useful by boys as well as by teachers.

6. As the reports of the Principals of Colleges refer to some larger treatises as consulted by the teachers though not used by the boys, it may not be out of place here that we suggest that teachers would do well to consult DeMorgan's Arithmetic and Peacock's Arithmetic and Algebra.

7. With regard to the geometry, the work of the Sub-Committee has been a very slight one, inasmuch as the University retain the classical Euclid as the course, so that the boys have to read a fixed number of propositions in a definite order. Treatises on geometry, even which, while proceeding generally along the Euclid path, yet make some deviations and some short cuts (like the Geometry of Hamblin Smith), are not worthy of consideration, while "Euclid" remains the standard University course, for no teacher would dream of allowing his pupils to read any such book.

There are many editions of the orthodox text of Euclid which do not differ greatly in merit and price. Of these the Euclids of Todhunter and Potts are the most largely used in this country, and we do not know any better to recommend.

8. We may add the suggestion that the teaching of Euclid would be greatly improved if the teachers would read some of the elementary treatises on modern Geometry by Wilson, Watson and Reynolds. These go over the ground covered by Euclid in a much smaller number of pages, and do in fact a great deal more; and by the greater variety of methods employed and of problems introduced, they give at least to those who have already mastered Euclid greatly increased geometrical power.

C. B. CLARKE,

PRASANNA KUMARA SARVADHIKARI.

APPENDIX—XI.—(2)—BOMBAY.

No. 296, dated Bombay Castle, the 13th March 1874.

From—W. WEDDERBURN, Esq., Acting Secretary to the Government of Bombay, Educational Dept.

To—The Secretary to the Government of India.

REFERRING to the Resolution of the Government of India, Home Department No. 143, dated 29th March 1873, on the subject of the examination and revision of class books in use in schools receiving formal support from the State, &c., I am directed to forward herewith for submission to His Excellency the Viceroy and Governor General in Council the report* of the Committee appointed by this Government to give effect to the wishes of the Government of India.

* With Appendix.

2. His Excellency in Council concurs in the views expressed in the able and carefully considered report of the Committee, and has directed that they should be acted upon in the Educational Department in the Bombay Presidency.

REPORT OF THE COMMITTEE APPOINTED TO EXAMINE CLASS BOOKS.

THE educational works at present in use in schools, appearing defective both in form and substance, being unsuited for the special training of Indian youth, and even open to objection on the score of the immorality of many passages, the Government of Bombay was requested (by Resolution No. 143, dated 29th March, of the Government of India) to appoint a Committee to examine and to report upon the text-books used in this Presidency in all schools deriving support from Government. A Committee was therefore appointed (by Resolution No. 399, 21st April, of the Government of Bombay), consisting of the following members:

(1) The Honourable J. Gibbs, Vice-Chancellor of the University of Bombay, *President*.

(2) K. M. Chatfield, Esq., Acting Director of Public Instruction.

(3) Dr. T. Cooke, Principal of the Engineering College, Puna.
(4) Dr. Kielhorn, Acting Principal of the Deccan College, Puna.
(5) T. C. Hope, Esq., C. S.
(6) The Reverend Dr. Wilson.
(7) Major T. Candy.
(8) Mr. Chanbussappa, Deputy Educational Inspector for Dharwar.
(9) Rao Saheb Narrayen Jugganath Waidya, Deputy Educational Inspector for Sind.
(10) Rao Saheb Mahiputram Rupram, Principal of the Training College, Ahmedabad.
(11) Rao Saheb Narayen Bhai Dandekar, Principal of the Training College, Puna.
(12) Mr. H. Batty, C. S., appointed as *Secretary*.

The Committee commenced its sittings on the 22nd July, and after a careful perusal and minute discussion of Resolution No. 143 of Government of India, and of the confidential letter dated 29th March 1873, it was arranged that the General Committee should resolve itself into sub-committees for the more expeditious and at the same time more exhaustive examination of educational works in the different languages.

Sub-committees were then formed of members specially qualified for the examination of the books in the various languages to report on the works in—

Gujarati.	Canarese.
Marathi.	Sindhi.

English.

In order that the attention of the sub-committees might be specially directed to those matters on which stress has been laid in paras. 3 and 4 of Resolution No. 143, the sub-committees were instructed to analyse the work submitted to them, with particular reference to the following points:

(1.) With regard to Form, including—
  (*a*) Style and language, and
  (*b*) Graduation in the difficulty of lessons in a series.

(2.) With regard to substance, including the points as to whether the books in question be—
  (*a*) Moral;
  (*b*) Generally accurate;
  (*c*) Put from an Indian point of view;
  (*d*) Suitable, *e. g.*, in allusions and in range of subjects; and
  (*e*) Useful and instructive in common things.

The sub-committees were further directed to bear in mind the confidential letter with reference to the immorality and indecency complained of in some of the works in use.

The following reports were at subsequent meetings of the Committee submitted by the sub-committees and adopted by the general meeting:

Gujarati Books.

The Gujarati books coming within the scope of the present enquiry may be classified as under—

I.—Reading Books—
  (*a*) The Departmental Series, and
  (*b*) Extra Reading Books and Provincial Literature.
II.—Grammar and Prosody.
III.—Geography.
IV.—History.
V.—Books for Girls' Schools.
VI.—Common Knowledge.
VII.—Anglo-Vernacular Manuals.

We will now consider them *seriatim*.

I.—Reading Books.

(*a.*) *The Departmental Series.*—We give our high and unqualified approbation to the *series of seven reading books*, prepared and carried through the press in 1858 and 1859, by T. C. Hope, Esq., C. S., while Educational Inspector for Gujrat For graduation, matter, composition and style, they are excellent, and in every respect adapted to the work of Native education. Many of the pieces which they contain are original, and they are always presented to the reader from an Indian point of view. They have an extensive range of subjects, and convey much useful and important information on common subjects. They are altogether unobjectionable on the score of morality; and the lessons which they convey in this direction are judiciously introduced, and point to the character and will of God and the well-being of man as the basis of morality. We here insert specimens of notices of this series of school books, which have been laid before us by the Acting Director of Public Instruction, with which we entirely concur.

Dr. Bühler, Educational Inspector, Northern Division, states in his No. 1825 of 16th July 1873 as follows:

> "The series of Gujarati school books prepared under the superintendence of Mr. Hope is used in all recognized schools, both in those under Government management and in those registered under the grant-in-aid rules. It has enjoyed a great and increasing popularity for the last fifteen years, and even now, in spite of many changes in the standards, suits admirably the wants of our inferior and superior vernacular schools, *i. e.*, those which teach up to the V. and the VII. standards, respectively."

Mr. Peile, C. S., late Director of Public Instruction, in a report dated 28th June 1873, says—

> "Among vernacular reading books Mr. Hope's Gujarati series is an excellent model. The Marathi series is good in its way, but more formal and less original and fresh, and the Canarese is probably inferior to the Marathi."

The Reverned T. S. Wells, Manager of the Surat Irish Presbyterian Mission Schools, on 14th June 1873, writes thus—

> "In the 1st standard the 6th book, and in the 2nd standard the 7th book: both these books, and indeed the whole series, appear to me so well adapted for the object for which they are intended that, if none but secular subjects are permissible, I can suggest no improvement."

Mr. Burgess, Principal of the Parsee Benevolent Institution at Bombay, reports in No. 696 of 2nd June 1873—

> "With reference to the Gujarati books, I think the seven departmental books exceedingly good."

We append to this report translations of the respective explanatory introductions to these works and a table of their contents. We would particularly call attention to the plan followed in the Primer, according to which the learner commences with actual words, consisting of a single consonant and vowel, instead of the difficult syllabarium hitherto generally used in India. This plan greatly facilitates the progress of the pupil.

In the view of this fact, we regret the introduction of the syllabarium and of the Nagari character into the 1st and 2nd standards where, in the view of the simplicity and completeness of the Gujarati character, it is unnecessary and undesirable at this stage of progress. This arrangement of these standards is already producing a crop of "Spelling Books" of the most antiquated character, specimens of which have been before us We may take this opportunity of remarking that the insertion of the whole of the extensive Native Arithmetical Tables in the 1st standard, and consequently the postponement of both the first and second reading books till the 2nd standard, tends unduly to burden the memory at an early age, to injure the observing faculty, and to defer the commencement of learning to read, which furnishes a degree of interest and satisfaction to the youngest pupil.

The poetical pieces, original and selected, which are interspersed through the series, have been collected and published in a separate volume which has had a large sale.

(*b.*) *Extra Reading Books and Provincial Literature.*—From the consideration of the regular reading series, we now pass to that of the works which succeed them

for vernacular study under the III. and subsequent standards of Anglo-vernacular schools, and are also used optionally, to some extent, under standards V. and VI. for vernacular schools.

The poetical portion of these consists almost entirely of the extensive selections from the old Gujarati poets, forming the two volumes of the Kavyadohana, which may be considered classics, though based to a considerable extent on the Sanskrit. The prose, on the other hand, may be termed the new literature of the present educational period, and ranges from translations or adaptations of English historical and other authors, made in some cases twenty years ago, down to the more original dramas and other works of fiction of very recent date.

* * * * * * *

We will now proceed to examine these works, which have been put before us by the Director of Public Instruction, as prescribed for one purpose or another by the Educational Department, with special reference to the questions of morality and dogmatic religious teaching, applying those principles which we have adopted for our guidance on those points. (*These being of general application to the entire subject before the Committee are inserted at the conclusion of this report.)*

Prizes.
- Girdhurlal's Johnson's Rasselas.
- Chamber's Selected Lives.
- Lamb's Tales from Shakespeare.

Text-books.
- Balmitra I. or Children's Friend.
- Natural Theology; Gallaudet.
- Life of Columbus.
- Mahiputram's Travels in England.

The works named in the margin are, with the exception of the last, translations of well known English authors made some years ago. From a moral and religious point of view they are quite unobjectionable, and the matter is instructive and amusing. In the translations, however, a somewhat too servile adherence to the original occasionally makes the matter unsuited to, or difficult of comprehension by, the Oriental mind, and the style and language cramped and unidiomatic.

- Kavyadohana, Vols. I. and II.
- Okhaharan.
- Karan Ghelo, an historical novel.
- Virmati, an historical drama.

The books named in the margin have been the subject of much controversy. The two first form a voluminous collection of the old Gujarati writers; the others are recent productions of two distinguished and highly educated men. On the one hand, Kavyadohana is objected to as abounding in false religious teaching, and all four are condemned as highly immoral and even indecent. On the other hand, the meaning of some passages is disputed or explained away, and it is urged as regards the Kavyadohana, that the book contains ample unobjectionable matter for the educational tests, which masters should select in preference to what is doubtful, and as regards the novel and drama, that the general moral tendency of the plot is good, and that objectionable actions or incidents are not mentioned with approval. It is further argued that much which is objectionable to European taste is inoffensive under the conditions of Native society, and that compliance with the demands of such rigid critics would necessitate the removal of all ancient poetry, and fatally cramp the modern author. Without entering into the question of interpretation of particular passages, we think that the case cagainst the Kavyadohana has been fully proved. Not only are the religious references such as must be excluded under the principle we advocate, but the moral teaching is often pernicious, and indecent passages are numerous. The argument used in its defence that there is ample unobjectionable matter in it supplies a decisive ground for its condemnation as it stands. We think that a new and spitable collection may be compiled from it and from other sources, such as local ballads, without that banishment of ancient poetry which is apprehended. The Nalákhyán by the poet Premánund Bhut, in the 2nd volume of the Kavyadohana, is based on the well known episode in the Mahábhárata of Nala and Damayanti, which has furnished more than one graceful addition to European literature. A separate edition of it in all ways objectionable might easily be produced. The Okháharan is not only a florid love story, interspersed with religious matter, but is more grossly indecent than any of the works just under consideration, and we doubt whether it could, by any process of expurgation, be made fit for school use.

The Karan Ghelo of Mr. Nandshunker Tooljashunker is a work of much merit, both in style and plot, but it is greatly marred by a tendency to a florid sensuous style, often suggestive of what is unexpressed, and sometimes falling into the directly immoral. It is probable that the book might be revised into an unobjectionable form, losing none of its attractiveness, except such as is due to the occasional high flavour. But this is a question for the author, and in the meantime the book should be excluded from patronage. The Virmati is a production very

inferior to the Karan Ghelo, in style and language, but perhaps not quite so censurable in a moral aspect. The discussions on Jainism are not only tedious but objectionable, together with a good deal of religious matter; and in any case florid love stories seem unsuitable to be put into the hands of boys and discussed in class. The author, Mr. Navalram Luxmiram, has also edited Premánund's Mamerun in a manner which shows symptoms of a better moral tone as well as some capacity for literary criticism, but the work, though in easy language and popular, appears, from the introduction of the gods, the Gopis, &c., to be scarcely appropriate for a school course.

Two text-books remain for notice—The "Astodaya" is commendable as to morality, but the language is somewhat pedantic. The "Narmagadya", now out of print and not before us, needs, we believe, considerable revision on the general principles to be found at the conclusion of this report. There are several other works not in general use, but sanctioned by the Educational Department for prizes, some of which are named in the margin. They have not been supplied to us for scrutiny so we can only recommend that they should be dealt with on the general principles laid down at the conclusion of our report.

Dalpatram Doolabram's Poems.
Akho Bhagat's Works.
Venishankar Nataka.
Shakuntala Nataka.
Dhirajram's Travels in the Deccan.
Karsandas Mooljee's Travels in England.

II.—Grammar and Prosody.

Since the year 1858 the text-book throughout Gujrat has been the simple "Gujarati Grammar for Vernacular Schools", by T. C. Hope, Esq., C. S.

The preface prefixed to this little work clearly states the object which the author has had in view in its preparation, and for which it is singularly well adapted.

Mr. Hope remarks—

> "A clear and simple Gujarati Grammar, such as masters and pupils could be expected to learn and understand, having long been a desideratum in vernacular schools, I in 1858 made this attempt to supply it. *
>
> * * * * * * *
>
> "I have now (1867) abstained, after careful consideration, from any enlargement of the text, as it appears to me to have been fully proved by experience that it contains as much as is requisite for pupils in the best vernacular schools, and as they can learn in the period during which they attend them. Additions, such as those derived from Sanskrit Grammar, which some desire would in most cases be an encouragement of pedantry at the expense of thoroughness. But there is no doubt that a comprehensive grammatical treatise, embracing the history, idioms, dialects and entire structure of the language, would be of great use to students at the University, and might be introduced into the Ahmedabad Training School and the 'candidate classes' high schools."

In this desire for a grammatical treatise we fully concur, but the question may remain for future consideration, the opportunity and the means for its fulfilment having apparently not arrived. Taylor's larger Grammar may in the meantime continue in use, but it needs revision, being in parts complex and diffuse, while the syntax is not always correct.

Taylor's smaller Grammar is sometimes used as an intermediate step between Mr. Hope's and the larger Taylor, but we doubt whether such a step is necessary: and as the work itself is not very intelligible or suitable, and a new nomenclature is puzzling to boys, we recommend its disuse.

Prosody.—Dulputram's is good, but the subject is capable of broader treatment.

III.—Geography.

The "*Introduction to Geography (Bhugola Vidya)*" in two parts, by T. C. Hope, Esq., has since 1856 been the text-book in Gujrat.

This little work contains as much matter as is wanted for vernacular village schools. The information which it conveys is simply expressed, and (with the aid of school maps) must be perfectly intelligible to Indian children. Suitable directions to teachers are given at its commencement, containing suggestions which may be found generally useful.

A larger Geography for advanced classes is required, and might be compiled with the aid of Major Candy's Marathi work. It should contain an outline map of ancient India. It is true that Major Candy's work has been translated *in extenso* by Chotalal Sevakram, but it needs revision, and it might perhaps be better to cheapen it by condensation.

A complete series of Gujarati maps, including the Collectorates, was published in 1856 by Mr. Hope, but is now mostly out of print. It would be well to publish a new series based on the Revenue Survey maps recently completed.

IV.—History.

Considerable attention has been paid to this subject in Gujrat. The fifth and sixth reading books contain an outline of the History of India, and the seventh book some lessons on Universal History. These lessons are necessarily meagre, but their retention, in their present place, is desirable for the benefit of readers who are unable to use a separate text-book. Where the latter is adopted, these lessons may be treated as reading lessons are past over. Besides these lessons there are the text-books and prize books, named marginally; most of these are translated from English standard works, and are consequently cramped in style and directed from an English, instead of an Indian, point of view. Of the text-books, the "History of Gujrat", which might be made most interesting and thoroughly Indian, is very meagre, and Morris's "India" is superficial. The whole represents no doubt much labour and ability, and will furnish a good deal of material to future writers*; but we hope that it may ere long be superseded by a departmental series, starting from Gujrat as a centre, and looking out at India, Europe and the world in ever expanding circles. Much labour of the best men, both English and Native, working in concert, would be needed, but the end is well worth the attempt.

Text-books.
- Maggunlal's "History of Gujrat".
- Morris's "History of India".
- Mahipatram's "History of England".
- "Outlines of Universal History."

Prizes.
- Bhagwanal's "History of Kattiawar".
- Chuturbhooj's "Account of Kutch".
- Elphinstone's "History of India".
- Ranchoddas's "British India".
- Grant Duff's "History of the Marathas".
- Keightley's "Outlines of History".
- Ganpatram's "Norman Empire".
- Malcolm's "History of Persia".

V.—Books for Girls' Schools.

We are unable to see any necessity for a separate series of reading books for girls, since there is nothing in the existing ones which is, in any way, inappropriate to their sex or beyond their capacity to master. The same applies to grammar, geography, history and even to other literature, when duly expurgated. But a special book, giving in suitable gradation, general information on various practical and household matters, might advantageously be superadded and used either for reading or as the basis of oral lessons. A thoroughly good Garbàwali or song book, neither coarse nor nonsensical, is a great desideratum and would be certain of vast popularity.

VI.—Common Knowledge.

The text-book in this branch is the "Kathitpáthmálá", or oral lessons, by T. C. Hope, Esq., published in 1858, but long since out of print.

We greatly regret the general discontinuance of late years, in public vernacular schools, of oral teaching and gallery lessons, which were well calculated to arouse and sustain the attention of the youngest pupils, and to convey to them elementary general knowledge in an easy form. We recommend the reprinting of Mr. Hope's book the title of which is now given, and the introduction of general knowledge into the earlier standard. This text-book might be supplemented by one or two volumes containing common knowledge suitable to India, compiled from the

numer
with o

T
certain
20 ye
opinio
J. Wa
"Engl

somewhat condensed. The Gujarati translation of Howard's "Grammar" we do not recommend. This class of Anglo-vernacular works would increase considerably if the suggestion were adopted, which has been made in some quarters and appears worthy of attention, that English should, in the first instance, be taught by grammars in the vernacular, and by exercise books on the system of Arnold or Ollendorf.

MARATHI.

I.—READING BOOKS.

We are able to speak with high approbation of the series of school class books prepared or revised by Major Thomas Candy, one of the assistant authors of the original great Marathi and English Dictionary (Molesworth's), and the principal author of the English and Marathi Dictionary, the second edition of which is now being carried through the press. The reading books of this series are six in number. They contain much valuable matter, and are distinguished by a correct, idiomatic and attractive style. They are popular in the numerous schools and families into which they have been introduced. They are well graduated as a whole, though some portions of the poetry, which early appears in them, may be omitted or postponed to later parts of the series. Moral instruction is presented in them in a suitable form, and is diffused or interspersed throughout them, while the Divine Being is referred to in them as the Creator, Ruler, and Judge of Men.

Some memoranda by Major Candy as to the production and revision of these works are here subjoined:

"This series was commenced in 1857. The Primer or First Book was prepared in that year by Rao Saheb Bhaskar Damodar, who officiated as Marathi Translator, E. D., during my absence in England on sick leave.

"In the latter part of 1867 and in 1858-59, 1860-61, I prepared the Second Third, Fourth, Fifth and Sixth Books. They were prepared under the direction of Mr. E. I. Howard, then Director of Public Instruction, who gave minute instructions respecting them, and marked many pieces in English books for translation and adaptation. I was assisted in the compilation of these books by my personal Pandit, Mr. Parshuram Pant Godbole, and by the Marathi Translation Exhibitioners that were under me.

"A good deal of the matter of the books is original; the rest consists mainly of translations or rather adaptations of English pieces, and a few pieces taken from existing Marathi books.

"Most of the original matter was supplied by Mr. Parshuram Pant, a very idiomatic and good Marathi writer, some by myself, and some by the Translation Exhibitioners. The poetry of the series was mostly selected by Mr. P. Pant.

"In 1867 Sir A. Grant, then Director of Public Instruction, resolved that the series should be revised preparatory to its being stereotyped.

"Before the revision was begun, the Director of Public Instruction requested the Deputy Educational Inspectors of the Marathi Circle of Schools to report upon the series, pointing out what they considered to be defects, and suggesting improvements. When the reports came in they were read before and considered by Sir. A. Grant, two Native gentlemen of the Educational Department and myself, who settled what weight was to be given to the opinions recorded.

"With these reports before me I began the revision of the series. The books were not merely revised—they were recast. Much matter was expunged; much new matter was added; and the books were very carefully graduated. The First, Second, Third and Fourth Books revised and recast were submitted to Major T. Waddington in November 1868, and were followed in due time by the Fifth and Sixth Books.

"In this revision of the series I had the valuable assistance of Mr. Parshuram Pant who still continued my Pundit.

"Of the first five revised books there have been several editions; but the Sixth Book has only lately been sent to the press, through which it is now passing.

"Great pains were taken that the books should be simple, attractive, of a moral tendency, and suitable to Native youths. These objects, it is hoped, have been attained.

"Great care was taken that the rendering of English pieces should not be stiff translations, but easy, idiomatic adaptations.

"I may mention that an American gentleman, a Missionary in Bombay, who has been many years in India, whom I asked to give me his opinion of the series, wrote to me as follows: 'I value these books very much. I have been reading them for my own profit, *i. e.*, for my own improvement in Marathi. Some of the pieces in the Sixth Book (former sixth) I have read several times, *e. g.*, सोन राक्षस, श्रीमंत आणि दरिद्री, रोजमुरा, &c. They are very interesting, and have not the air of translation or even of adaptation. On the whole, I think that the style of the Sixth Book is admirable, and I doubt not that I shall say the same of the others when I become as well acquainted with them. The selection has been very happily made.'

"I give here a list of the works from which the prose contents of the series have been mainly taken, either by way of translation and adaptation, or of quotation after revision—

"A Manuscript Book by Nana Shastri Apte.

Mr. Govind Narayan's Books.

A Manuscript Book by Mr. Parshuram Pant.

Mrs. Farrar's Account of Animals.

Niti Bodh Katha.

McCulloch's Series of Books.

The Irish Series of School Book.

Books of the Madras School Book Society.

Books of the South Indian Christian School Book Society.

Daily Lesson Book No. IV. B. and F. S. S.

Moral Class Book.

Mr. Carr Tucker's Fifth Book.

Vidur Niti.

Todd's Annals of Rajasthan.

Bal'Mitra.

Æsop's Fables.

Youth's Book of Natural Theology (Mr. Pandurang Ganoba's translation.)

Miss Bird's "England delineated", written for Natives. Translated by myself.

A Book of Anecdotes (नकला)—book furnished by Mr. Howard.

Dnyan Sangraha.

Mr. Lakshman Joshi's translation of Gladwin's Persian Stories.

Maunder's Treasury of Natural History.

Sullivan's Physical Geography (translated by Mr. Mahadeo Shastri Puranick.)

Mr. Krishna Shastri Chiplonkar's Anek Vidya Mulatatoe.

Mr. Vinayak K. Oke's Books.

T. CANDY."

August 4, 1873.

WE beg to suggest that the three books of Major Candy in the *Mori* or *broken* character should be lithographed and not printed (as has been hitherto done) in metallic type. It is desirable that they should not contain the same matter as is found in the corresponding books in the Nagari or Balabodha character, which is more commonly used for the press. In the cases in which both kinds of characters are used, it is desirable that there should be variety in the information conveyed.

We are of opinion that "*Berquin's Children's Friend*", translated and adapted to Native comprehension, by Sadashiva Kashinath Chatre, should, for the sake of its style and correct idiom and other good qualities, continue to be used as a school book or prize book. We prefer, for reprint, the edition of Major Candy.

A reprint of "*Gallaudet's Natural Theology*" we consider a desideratum for use in schools. It has been found to be popular and useful both among youths and adults.

The "*Life of Columbus*" appears to us a suitable prize book. The composition in Marathi is good; and the story is interesting and instructive.

II.—Grammar.

Dadoba Pandurang's "*Marathi Grammar*" was deservedly much approved of when it appeared, and it still maintains its place, though, after late philological researches, it may be expedient to favour it with a revision.

"*Dadoba's Rudimentary Grammar*" is suitable for the purpose for which it is intended.

"The *Rudimentary English Grammar in Marathi*", by Dadoba Pandurang, is an abridgment from Arnold's Grammar, by the late Mr. Howard.

The little work on *Marathi Prosody* ("*Vittad arpana*"), by Parasharam Godbole, is fitted for usefulness.

"*Select Sanskrit roots explained in Marathi*" will be useful in schools into which the little pamphlet has been already introduced.

"*Green's Idiomatic Phrases in English*" first appeared with a translation in Gujarati, from which the volume has been rendered into Marathi. It has not been much in demand in the Marathi country.

III.—General Knowledge.

"*Krishna Shastri Chiplonkar's Anek Vidya Mulatatoe*", taken from McCulloch's advanced school collection and other sources, and adapted to Indian readers, is a good work both for schools and prizes.

IV.—Provincial Literature.

The "*Kekavali*" (Lays of the Peacock, by the poet Moropant, should, we think, be reserved for college classes, and re-edited with a few omissions, keeping in view the general principles laid down at the conclusion of this report. The same remark is applicable to the "*Kekadarsha*", or commentary on the preceding work.

The "*Navanita*" is an interesting collection of extracts from the Marathi poets in two volumes; but it should be used only for college and matriculation purposes, and should be carefully reviewed (for expurgation) both on moral and catholic grounds when another edition is called for. A large portion of it is of too metaphysical a character for popular use. A considerable portion of its contents refers to religion in a dogmatic form. Selections of suitable passages may be made from it and from the preceding work for use in the higher vernacular schools.

The "*Muktamala*", a novel from the pen of Parashuram Lukshman Shastri, is suitable as a prize book, and so are "*Mochungadh*" and "*Vishvasarao*".

V.—Geography and History.

The "*Catechism of the Geography and History of Maharashtra*", by D. A. Eisdale, M. A., translated by Mr. W. Limaye and revised by Major Candy, is a useful little work; but the matter contained in it might be advantageously put out of the catechetical form, both for the reduction of the price and effective teaching.

The "*Manual of Geography*", by Major Candy, in two parts, is a valued and approved work for schools and general Native reading. When it is re-printed, the political boundaries of several countries will require to be brought up to date. The two parts, in which it now appears, may be given in a single volume.

The "*Translation of the History of India*", by Morris (abridged), is too short and condensed.

The *"Abridgment of Elphinstone's History of India"*, translated by the late Bala Gangadhur Shastri and revised by Major Candy, we consider suitable both for schools and prizes.

The *"Translation of Davy's History of England"*, by the late Hari Keshavaji, is simple and idiomatic; and the book is well suited for use in the lower classes of schools. The questions added to its several chapters may be omitted in reprints.

The *"Outline of Universal History compiled for Indian School Masters"* is an able and interesting sketch. It is doubted, however, whether it is intelligible in its present form in Marathi to the class of readers for whom it is intended. It is complained of it that, while it names and quotes the Vandidad in connexion with the early history of man, it neither mentions nor refers to Moses or his writings; that while it does not mention either the birth of Christ, or the origin of Christianity, it notices the birth of Muhammad, and the propagation of Muhammadanism; and that while it abruptly mentions the Romish Church, it does not notice the Reformation. We think it should be simplified, expanded and revised before coming into use.

Canarese.

Before criticising the books used in Government schools throughout the Canarese Districts of the Presidency of Bombay, we would note certain differences between the Canarese spoken in the Presidency of Bombay and the Canarese which obtains in Mysore and other districts beyond the limits of this Presidency. These differences consist partly in the use of different names for certain common things, partly in a difference of terminations, partly in one or two post-positions, and partly in the pronunciation of certain words. These differences arise, of course, from the absence of any modern literature in the language; and a satisfactory and authoritative decision on disputed points could only be given by a local committee, composed of the best European and Native scholars who are to be found at Dharwar and in neighbouring towns.

2. Having premised so much, we proceed to remark on the books used in Government schools; and in arriving at the conclusions given, we have had the benefit of reading the criticisms of teachers and school managers throughout the Canarese districts.

Departmental Series.

3. Taking the Canarese reading books first, we find that the series consists of six books. Of these the first two are original, while the prose pieces of the last four are translations from Marathi. This being so, the report on the Marathi series will apply to the last four Canarese books in so far as the graduation and substance are concerned. Bearing this in mind, we proceed to note the chief points where improvement is required.

The First Book is divided into two parts, and the only defects which have to be noticed are (1) certain grammatical errors which can be corrected in future editions; (2) the introduction of poetry which can be omitted with advantage; (3) the inclusion of difficult combinations of letters which are not required before at least the third book.

The Second Book contains some grammatical inaccuracies, which can be removed in a future edition, and some poetry which may be entirely omitted. We would also recommend that a glossary of the difficult words used in each lesson should be prefixed to the lesson.

The Third Book should be re-written and submitted for criticism to the local committee. In the present book, the language throughout is inaccurate; and some of the leasons, such as 3, 9, 16 and 28, are unsuitable. Lessons 41, 42, 44, 56 and 62 should be written in an easier style. All the poetry might be omitted, and a glossary might be given as in the Second Book.

The Fourth Book requires revison like the Third, and a glossary should be added. The whole of the poetry should be omitted and biographies and stories of general interest should be substituted. Stories about Rajput kings should give place to stories of local interest. A Sanskrit couplet on page 12 of the present book must be cut out.

The Fifth Book is better than the Fourth, but requires revision. The whole of the poetry should be omitted and replaced with instructive lessons. Lessons 11 to 17 on Rajputs might give way to others of local interest. A glossary of difficult words should be added, and pictures in such an advanced book are not necessary. The long list of proverbs might be omitted, as many occur in other books.

The Sixth Book is better in style than some others of the series, but requires revision. The poetry should be omitted and scientific lessons should be introduced, written in the clearest and easiest style. Repetitions of lessons given in the Fifth Book should be avoided, and a glossary added. The book, as it is, is heavy, and lessons of a literary character should be added.

In all books of the series English headings and tables of contents are unnecessary and should be omitted. And before leaving the series, we would point out that, if Mr. Hope's method were adopted, the revision proposed would be no very serious undertaking. A meeting of experienced teachers might be held in the monsoon, each member contributing lessons to be subjected to criticism by the other members. The outturn of the whole would then be submitted to the local committee for final review.

4. The prose books used from Anglo-Vernacular Standard III. are the "Kathasangraha" and "Panchatantri".

The "Kathasangraha", in two parts, is a compilation of Hindu stories by the Reverend D. Sanderson. The language is good, and the matter generally suitable. Some of the stories, of not the highest moral tendency, may be omitted in future editions.

The edition of the "Panchatantri" used is the expurgated Mangalore one. The remarks against the "Kathasangraha" apply here also.

5. The poetry used consists of two departmental books, besides "Jaimini" and "Rajashekara". Two anthologies of the Reverend Mr. Wurth are also used under Anglo-Vernacular standards. And before noticing these books in detail, we would point out that, according to the standards, masters have power to select works or passages from works. As a matter of fact, the difficulty of obtaining certain books restricts their choice to the works named above. And we are of opinion that in future the masters should not have the power of choosing the passages from any but two or three works to be distinctly named.

Returning to the books actually in use, we cannot but report that all of them are more or less unsatisfactory. "Jaimini" and "Rajashekara" is an unexpurgated form we would altogether exclude, with all other complete poetical works, from our schools. Extracts from them which may be suitable should be embodied in about four departmental books. Of these four books the first should be an entirely new one, adapted for use in girls' schools. Matter for this book may be obtained by a careful selection of popular songs and of suitable extracts from authors.

The Second Book should be a collection of easy pieces, such as Mr. Wurth's minor anthology, with certain omissions. Suitable pieces may be added from those discarded from the prose series or from other sources.

The Third Book should contain pieces fit for the higher Vernacular and lower Anglo-Vernacular standards; and the Fourth should contain all that is necessary for the higher Anglo-Vernacular standards. Materials for these two books can be obtained by a division of Mr. Wurth's large anthology, with certain omissions and additions.

6. *Grammars.*—The two school grammars by the Reverend Mr. Kies are sufficient for prose books with the addition of some lessons on parsing. For old Canarese poetry the "Viakaran-Sootra" of the Reverend Mr. Wurth is a good book, and the "Shubdamani-Darpan", of which it is an abridgment, will do for the higher Anglo-Vernacular standards. For students in high schools Hodson's Grammar may be prescribed in addition to Kies.

7. *Prosody.*—The "Kavita-padhati" at present in use contains useful rules, but the explanations and illustrations require alterations and additions.

8. *History.*—The histories used are Morris's "India"; the "Outlines of Universal History"; and the "Catechism of the History of Maharastra".

These works are discussed in other portions of this report, and require, therefore, but little comment here.

Morris's "India" is unsatisfactory, as containing nothing of the Maratha and but little of the Muhammadan periods. The language also requires revision.

The "Outlines of Universal History", whatever its merits in the original, is quite unintelligible as translated.

The "Catechism of Maharastra" requires revision in point of language, and should be superseded by a brief history of more local interest.

9. *Geographies.*—"Outlines of Geography" is a useful book. A few unintelligible and hard sentences in it require to be re-written.

Mr. Kies's "Manual of Geography" contains useful matter for teachers, but it is too big a book to be used as a class book. The remarks on Hindu religion, which are somewhat offensive to Hindus, should be cut out altogether.

The "Description of the Bombay Presidency" is a good little book, but requires revision in point of grammar.

Mr. Vencut Rangoe's "Descriptive and Physical Geography" contains more than sufficient matter for the fifth and the sixth vernacular standards. The language is on the whole good. In a future edition of this book all its grammatical and other errors will have to be corrected.

SINDHI.

PROSE BOOKS FOR THE STUDY OF LITERATURE.

THE reading series used in Sindhi schools consist at present of the First, Second, Third and Fourth Books.

The First Reading Book, which was prepared on a model of its own, is, though defective, being found beyond the comprehension of little children. Hence it has been deemed necessary to compose another, simpler in matter and style, and suited to the reading of children of tender age. Just before the departure of the Deputy Educational Inspector from Sind the work was entrusted to a competent man under the supervision of the Vernacular Literature Committee. It is ordered to be recast on the model of the Marathi First Book, and it is hoped that the book will be quite free from the blemishes which have marred the usefulness of the present edition.

As regards the Second and Third Reading Books, they have recently undergone a complete revision and a thorough remoulding under the directions of the Vernacular Literature Committee, of which the Deputy Educational Inspector is President; and having taken a personal part in the work, he thinks, so far as his judgment goes, the reading series in Sindhi unexceptionable in matter, style and in other essential respects to which the attention of the Committee is drawn by the Government of India. That the fact is so is further confirmed by the testimony of the Missionaries, one of whom, in his letter to the Educational Inspector on the subject, says—"the Government series of Vernacular school books is also very suitable".

The Fourth Reading Book of the series is at present under revision; and the Fifth book, just completed, is being printed at the Educational Press at Kurrachee. So far the reading series has been already prepared. To complete the whole, only one, the highest reading book in the Vernacular, is wanted, and that also is under preparation by the Translator of the Educational Department.

It may be stated here that the Sindhi reading series is generally based on the models of the Marathi and Gujarati books of a similar description. Indeed, the major portions of the lessons contained in the former are mere translations from the latter; and if it be deemed advisable to improve the last-named series, it will be but a matter of comparative ease to adopt the improvements in the Sindhi series, regard, of course, being had to the peculiar circumstances and requirements of that Province.

Poetry.—The following books are taught under Anglo-Vernacular and Vernacular standards:

1. "Rai Diyach", a pathetic story, very popular, taught under Vernacular Standard IV. and Anglo-Vernacular Standard I.
2. "Umar Maru-i" under Vernacular Standard V. and Anglo-Vernacular Standard II.
3. "Saiful Maluk" under Vernacular Standard VI. and Anglo-Vernacular Standard III.
4. "Kamsen Kamrup" under Anglo-Vernacular Standard IV.
5. "Shahjo Ressalo" under Anglo-Vernacular Standard VI.

It may be mentioned at the outset that Sindhi poetical literature is so limited that out of the few poems that are considered popular, those named above have been esteemed the best that could be selected for reading purposes, the selection being made after due deliberation by the best Sindhi scholars on the spot.

The Missionaries in Sind, however, take exception to some of these poems. The Reverend Mr. Sheldon, speaking of "Rai Dyach", says that "it is objectionable as regards its moral teaching". The Reverend Mr. Yarnold, of Hyderabad, characterises it as "very silly in several places". The story refers to a king who captured a young girl betrothed to another king, who, in return, waged war against

the former, but, finding all his attacks were repulsed, had recourse to a cowherd, who was well up in "illum", and who possessed a musical instrument of such wonderful power that it charmed both man and beast; he was, under the promise of a great reward, sent to play before his sovereign's enemy, who was so enraptured at the sweet sounds he heard that he promised the player anything he would ask as a reward. The musician named the king's head as all he would take, which, after finding all other minor offers of wealth and rule rejected, the monarch gave sooner than break his word, and hence the king who lost his bride elect obtained his revenge. The story seems to resemble in part Orpheus and his lute, and in part John the Baptist and Herodias' daughter. Whether fictitious or true, we think it cannot be alleged that its moral teaching is as objectionable as the Missionaries assert. The principal object is to show that self-sacrifice for the sake of fulfilling one's promise is a noble instinct worthy of imitation. The poem itself is full of pathos, feeling and tender emotions.

The next poem which the Missionaries consider as objectionable is "Kamsen Kamrup". The Reverend Mr. Yarnold says that it directly inculcates idolatry, and the Reverend Mr. Sheldon characterises the opening pages of it as "disclosing a teaching which is false, contrary to the facts of history, and idolatrous". The latter gentleman further states that it (the poem) "is certainly opposed to the educational policy of the Government, and has given offence both to Muhammadans and Christians". The following is a translation of the introduction :

> First of all. Glory be to Shri Ramji, who made the universe, having given power to *Shakti*, who erected the whole fabric of the world, and who created the three perfect individuals (Purakh)—Brahma, Vishnu, Mahesh—the ministers of the three worlds who made the deities (Devas) and Fairies (Paris) and men and noblemen, also kings and valorous princes on the surface of the earth, fairies resembling the sun in beauty. Such a world, says Lalu (the poet), Ram created.

We consider that this verse would be objectionable to both Muhammadans and Christians ; and as the poem loses nothing by its absence, we think it should be omitted. The only other incident which can be construed as tending remotely to inculcate idolatry is that of Mahadeva, at the solictation of his wife Gowri, having restored to life the hero of the poems who had been killed by a giant ; but if we were to object to such a passage, we should have to exclude all original poems written in former times by orthodox Hindus. The most approved works of Vernacular poetry, taught in the high Anglo-Vernacular and Vernacular schools in the Presidency Divisions, contain similar allusions, as well as whole stories of a fabulous character, regarding the achievements of the Puranic heroes.

The next poetical work to which the Missionaries take exception is "Shahjo Ressalo", a work of great popularity throughout Sind, though it is in many parts full of mysticism, and even unintelligible to ordinary understandings. This work was edited some years ago by Dr. Trumpp, and though used in the high and normal schools, it is not free from the objections raised against it. It has, however, been recently determined to prepare an abridged edition containing the best portions of it, and the work in this form will shortly appear and is likely to prove more useful.

History and Geography.—It has been already in practice to teach these subjects by gradation, commencing from the history and geography of the student's own Province, though suitable books are not yet available. Thus the history of Sind is taught under Vernacular Standard IV. and that of India under V. For the study of the former there is a small treatise giving a mere brief outline of the important events relating to that Province. It is a matter of regret that, with abundant materials for the writing of a history of Sind, which, as an independent State, played no insignificant part in its relations with the surrounding nations of Afghanistan and India, that Province should have been devoid of a history worthy the name. However, it is hoped that this want will be soon supplied. The "History of India" is a mere translation of Morris's English work, which appears to have been used throughout the Presidency as a text-book. The Sindhi version, executed about twelve years ago, is, however, so greatly disfigured by defects,—irremediable till a new edition is prepared—defects such as misapprehension of whole passages, too close adherence to the original, inaccuracies of expressions, &c.,—that its use as a class book has been almost discontinued, and a new short treatise on the subject is being prepared. The "History of England", translated from the same author's English work, is not

used except in the normal schools, as it is not a subject of instruction under the Vernacular standards.

The "Outlines of Universal History" required to be studied under Vernacular Standard VI. and Anlgo-Vernacular Standard III. is a book so universally complained of as unfit for study, that it will be a serious matter for consideration whether such a class book should be continued to be taught under the standards above-mentioned. The Reverend Mr. Yarnold speaks of it "as practically useless". He says that "it is so full of names and dates that the boys cannot master it". Mr. Sheldon thinks that "a book less adapted to the requirements of that standard (Standard III.) or of any other could hardly have been compiled". The fact is that the combination of so many isolated and disconnected facts and names, and the narrations of events in different countries at different periods in a short compass, make the little book too difficult to be understood or remembered, even with full explanation on the part of the master.

As to geography, most of the text-books used are translations from English. In fact, the question of preparing suitable works in history and geography affects all Vernacular languages in the same degree; and the defects being almost identical in all, whatever remedy may be adopted in the case of one can be made equally applicable to the rest. It is therefore superfluous to dilate longer upon this point.

NARAYEN JUGGANATH.

THIS was prepared at my request by the Deputy Educational Inspector. I have satisfied myself with the correctness of his remarks.

J. GIBBS.

ENGLISH.

I.—ENGLISH CLASSICS.

IN dealing with the subject of English classics, the Committee has experienced some difficulty in preparing a report which could profess to be exhaustive in a subject of so wide a range.

The question as to which classics or which works of particular classics should be studied seems to us one of judicious selection.

The study of English classical literature, which is intended to familiarize the student with ordinary colloquial English, appears to have a threefold object in view—

(I.) To fit the student to conduct the ordinary transactions of daily life through the medium of the English language.

(II.) To enable him to continue his studies without assistance after instruction has ceased.

(III.) To qualify him to follow the College Lecturer in an academical career.

In order to attain these ends, we deem it desirable to cultivate works of an easy and simple style, and to avoid those authors who abound in rhetorical or metaphorical modes of expression.

For these reasons, we are of opinion that the study of prose works is more advantageous to Native youth than the study of poetry. And with reference to prose, we would suggest that it is desirable to avoid such works as are remarkable for mannerism or affectation in style (such as Rasselas), or for the employment of expressions or dialects not in general use, or which abound in allusions with which Native students cannot be supposed to be familiar. These remarks are particularly applicable to the obsolete phraseology of the "Spectator" and the dialectic and other peculiarities of Sir Walter Scott's novels.

Poetry.—Eminent poets, such as Milton, should, we apprehend, be studied irrespective of their difficulty. Others of inferior calibre, whose works abound; in conventional metaphors, familiar to English readers but unintelligible to Native students (such for instance as Gray,) might be dispensed with.

Milton's poems recommend themselves as affording exercise for analysis; Cowper, Pope and Goldsmith for the ease and simplicity of their style; and judicious selections of celebrated passages from Shakespeare, avoiding archaisms, are to be recommended for the eminent position which that author occupies in English literature.

We are inclined to question whether the semi-historical or peculiarly local allusions of Scott's poems are adapted to the comprehension of Indian boys.

II—Educational Works.

A.—Books specially prepared for Indian schools.

Howard's Series, which forms the most important part of this class, is admittedly defective; but as it is being revised by experienced English teachers, it requires but little comment here.

Its chief fault appears to lie in want of gradation, and in its failing to familiarize the student with colloquial English.

Thus Mr. Burgess, writing with reference to this series, remarks—

> "The departmental books introduced by Mr. Howard are not substantially better than those which they were made to supersede: indeed, the changes that were made in the *order* of the lessons destroyed what *gradation* in the difficulty of the lessons there did exist, *e. g.*, the Queen's Proclamation, the most difficult lesson in the book, is placed at the very commencement of one of them."

Another objection to which this series is open is thus noticed—

> "In the 'First Book of Poetry', chiefly, if not entirely, extracted from McCulloch's school series, certain unwarrantable liberties are taken with the original poems; if we teach English poetry or English literature at all to Natives, we ought to give it honestly as its authors put it."

This series is, moreover, complained of as presenting to Native teachers many little difficulties, arising from frequent allusions to objects familiar to Europeans but foreign to Native ideas. With regard to the Native students, it has the further disadvantage of wanting variety and interesting matter, the lessons thus failing to be attractive and offering a smaller inducement to the scholar to master the difficulties of reading. The diction is further complained of as less pure and simple than that of the series which *it was made to supersede.*

Elementary English Grammars, written in the Vernacular, appear to us desiderata.

B.—Historical, Geographical and Educational Works, not specially prepared for Indian schools—

(a) *Dr. Smith's Historical Series,* which is abridged from authors of acknowledged repute, may, in the absence of works exclusively written for Indian students, probably be the best procurable for the higher classes.

(b) We have not had submitted to us any work adapted to the capacities of boys in the less advanced classes. 'Gleig' and 'Davis' are more particularly suited for English children.

(c) We endorse Mr. Peile's remark that an Indian History of India has to be written.

(d) Geographical works have not been submitted to us.

(e) *English Grammars.*—The grammatical works which have been submitted to the Committee, not being prepared exclusively for Indian students, seem unsuitable for use in Native schools, as they presuppose a knowledge of some European language and a familiar acquaintance with English literature and idiom unattainable by Indian youth.

Adam's "English Language" is a striking instance of this blemish. Its object appears to be rather to teach Latin roots through the medium of English derivatives than to explain English words by citing Latin etymologies.

Abbott and Seeley's "English Lessons for English People" is open to a similar objection, being far beyond the comprehension of Native scholars, treating as it does of the subtleties of language before the purely elementary lessons have been mastered.

This concludes the series of the reports submitted by the Sub-Committees and adopted by the general Committee; it having been decided to leave the few educational works in Hindustani and Persian to the consideration of the Committees in Provinces.

In discussing the foregoing reports two important difficulties arose relating to what may be called the moral and the religious questions, the solution of which must necessarily apply equally to all works in whatever language coming under the consideration of the Committee.

The following principles of general application, originally embodied in the report of the Gujarati Sub-Committee, were, after some discussion, adopted at a general meeting of the whole Committee, and form the rules to which, in the opinion of the Committee, all educational works should conform:

The *moral question* involves the principles on which certain phrases, allusions, and modes of thought should be admitted into books sanctioned by the Educational Department, or condemned as of an immoral tendency. It may, of course, be readily conceded that the conditions of Oriental society, where infant marriages are the rule, and boys become fathers long before they leave school, require a treatment different from what is practicable in England, and all desire for a fanciful squeamishness may be at once disclaimed. At the same time the inevitable knowledge of matters which in Europe are not presented prominently to the student till a later age is totally different from coarseness of mind, evinced by readiness in obscene thought and expression, and there is nothing in the nature of the case rendering the one a necessary concomitant of the other. It may be admitted with regret that the two are in India habitually combined, and produce manners and a literature which have had their parallels in Europe in generations gone by. But the fact can claim no toleration from even a cultivated, much more from a Christian, Government. "Let no corrupt communication proceed out of your mouth" is a precept which can stand independently of its divine sanction, and should rule in the interests of morality no less than in those of religion.

No Government, perhaps, has ever possessed a greater influence over society and channels of thought than that wielded by the Government of India, and what doubt can there be that it should countenance purity alone? Fortunately, this path of right is neither far to seek nor hard to tread. The new literature which India is creating for herself under the joint effects of European appliances and ideas is yet in its infancy, and looks largely to the Educational Department for support or toleration. It is simple to afford neither, to foul language, immoral or indelicate allusions or suggestions, and even to florid writing of a highly sensuous nature. It may be said that this course is impracticable in the case of the Indian classics of past ages, and has never been followed in that of Greek, Roman, or even old English authors. Without retorting that the former are far worse in degree than the latter, it is sufficient to reply that complete unexpurgated editions are sure to appear to meet the limited demands of the learned, but that the general public can have no need for them, and that to deluge with them the instruction of the young would be as gratuitous an outrage as the introduction of a literal translation of the Arabian Nights into an English domestic circle.

Hitherto we have alluded only to such writing as is of a gross or indecent nature. But it is equally necessary to exclude instruction which is immoral in its general effect upon society. Essays on the ignorance, folly, uselessness and vicious nature of women, such as that in the Kávyadohana, can serve no useful end, but, on the contrary, must tend to make society rotten at the core. So likewise the glorification of money, the justification of falsehood under certain circumstances, as also of servility, dissimulation, revenge, and the like, are indefensible.

It may, perhaps, be contended that a censorship of educational works on the above principles would be unworkable in practice, and that the expectation that national character would in time be moulded by it for good is Utopian. But we have no such fears. The progress which has been made towards a Vernacular literature is as yet comparatively small, the means of influencing it are immense, and we feel no doubt that, if they were consistently used in the right direction, a far purer tone and higher tendency in both authors and readers must eventually be the result.

The *religious question*, to which we will now turn, is perhaps simpler of solution in theory than the moral one, but more complex in practice. There is no question that the policy of the British Government is, and must continue to be, absolute impartiality in religious matters, neither proselytising on its own account nor permitting others to do so through it, and excluding from its sanctioned educational course all which is calculated to excite or foster religious animosities, but at the same time, admitting whatever teaching conducive to morality and good citizenship, can rest on a generally accepted basis, and is not inconsistent with a secular system.

This principle must, of course, lead to the exclusion from a sanctioned school course of all direct dogmatic teaching, such as that of metempsychosis, fatalism, &c., which is to be found in the Kavyadohana, and of the religious controversy contained in Virmati. The exclusion or otherwise of what has been called "mythological nonsense" is a more difficult point to decide upon. No parallel lies between it and Greek and Roman Mythology, because readers believe the one and not the other. An Oriental might, from his point of view, apply the term to much of Biblical History. Much would depend on the mode in which the mythology was introduced in each individual instance. If a story were enunciated as an article of faith, it would fall under the category of direct dogmatic teaching; but if alluded to incidentally, or narrated as a story, or as what was believed in by some people and not others, it might pass on analogous grounds. The mere incidental notice of religious opinions and caste customs as such should be allowed wherever appropriate, and can be no more objectionable than the mention, in a tale of English life, that a family went to church on Sunday, or that a child said its prayers morning and evening. In accordance with this principle, ample selections of an unobjectionable character could be made from the principal Hindu and other Native classic authors. To exclude such matters entirely from authorized Indian literature would deprive it of all life and character, and ensure for it a limited circulation and unpopularity which would in the end necessitate a change of system. And, further, simple statements of different forms of belief including Christianity would be admissible as a branch of common or useful knowledge.

It must be remembered, however, that the above remarks apply in their integrity only to books for schools and school boys, which are the subject of this report. In the case of colleges the rule of dogmatic teaching will still hold good, but the productions of great authors cannot, of course, be studied critically or philosophically except as they were written, and the Ramayana and Mahabharata would, therefore, no more be tampered with than Paradise Lost.

While dealing with systems of religion in the manner above advocated, it appears to be no less the duty of Government to avail itself, in the common interests of society, of the truths of natural religion. By this neutrality is in no way violated, and the best incentive is offered to pure thought and life which can be found beyond the pale of any dogmatic form of religion. This course has for above twenty years been followed in this Presidency without objection on the part of any. Gallaudet's "Natural Theology" has for that period been a frequent and not unpopular text-book, while the Gujarati reading series, which is amply stocked in this respect, has suffered no loss of popularity in Western India on this account.

J. GIBBS, Vice-Chancellor and President.
K. M. CHATFIELD.
T. COOKE.
F. KIELHORN.
THOS. CANDY.
NARAYAN B. BUNDEKAR.

APPENDIX.

GUJARATI DEPARTMENTAL SERIES.

1—READING BOOKS.

TRANSLATIONS OF THE INTRODUCTIONS AND TABLES OF CONTENTS.

Method of teaching the First Book.

THE book has been prepared with the intention that reading and writing be taught in this country on a very different principle from that which has been pursued hitherto. Accordingly, it is desirable that teachers understand fully what this principle is. The old way of teaching required the boys to sacrifice a good deal of their time in learning the alphabet, the different consonantal combinations, and the sounds produced by the union of each individual consonant with the twelve vowels in succession, and was besides very uninteresting to beginners. Learned men in Europe and others who had had large experience on the subject found this system of teaching objectionable on these and similar grounds. In this book an attempt has been made to follow the plan which they recommend.* The essence of this plan is

* This plan has been termed the "Look and say method".

to teach reading, writing and meanings simultaneously, and to adopt the best available means to awaken the interest of the beginner. The boys must, for instance, as far as possible, see with their eyes the things the names of which they read in the book, and they must be asked if they know how these things are produced, and, if ignorant, informed. Those who join the school without having previously learnt the alphabet must, in the first instance, learn to distinguish different solid figures one from another of which each school has been provided with a box. Subsequently this book is to be put into their hands, which should be taught as follows.

2. At the head of the first lesson there are given three words—*má*, *bá* and *chhé*. These are to be written with a peice of chalk on a black board that the boys may read them. To fix their attention on these words, the teacher must say—his finger pointing out the words—"Look here, this is *má*". The boys must repeat the word. At first they ought not to be told that it is a combination of *ma* with *á*. The meaning of *ma* (mother) is to be explained next. Having learnt this, the boys must be taught in the same way the pronunciation and the meaning of the word *bá*. We repeat that they ought not to be troubled at the outset with the names of the different vowel signs, which are used in combination with consonants. Similarly the word *chhe* (is) is to be taught. When it seems that the boys have learnt well all the three words, the board is to be cleaned, and any one of these three is to be written again, and the pupils made to pronounce it and give its meaning. All the three words being thus gone over, the teacher is to begin with the same lesson in the book when the boys must read each word separately. Any word, that is mispronounced, is to be taught; and it must be considered to have been learnt imperfectly, unless the pupils can recognize the words and pronounce them correctly whenever and wherever they may occur. They must also be made to write out the lesson which they read and no other. The boys are to copy the lesson from their books. The whole of the book is to be taught in this manner. But further on a little more method is to be exercised by the teacher, which he will understand how to do from the following paragraph.

3. From the 13th lesson, the works at the head of the lessons are of two different kinds; those on the left are new, while those on the right are combinations of such as have been given in the previous lessons. How to teach the former has been already stated; in the teaching of the latter the plan to be pursued is this: In the 13th lesson there is the word *leje* on the right-hand side. This word is to be written on the board. Then, covering *je*, the second component of the word, with the hand, the master must ask one of the boys to read the first component, which is *le*, and give its meaning. He must, in like manner, be asked to pronounce *je* and give its meaning. Next, the hand being removed, he must be made to read the two components together, *i. e.*, the whole word, and informed of its meaning. In lesson 14 there is the new word "*tel*". In this case "*te*", the first component, will be written on the board, and student of the class made to read it and tell its meaning. Next, the word "*láun*" will be written, and a boy asked to pronounce it and to tell what it signifies. He must be told that there are two components in the word, and, convering "*un*" with the hand, required to pronounce the first component *lá*. Then he must take the second component *un* with it and read the whole word. Finally, "*la*" having been evolved may be combined with "*te*". All new words are to be taught in a similar way.

4. From the 21st lesson the teacher will have to exercise still more method. In this lesson among the new words are *táre* and *ghar*. When the pupil has learnt to pronounce them, the first component *tá* of *táre* being covered, he must be asked what the pronunciation of the other component is. His answer will be—"*re*". Now *gha* of *ghar* may be covered, and the pupil asked as before to read the remaining component. He will pronounce it as "*ra*". The next step will be to cover with the hand the vowel sign of the preceding *re*, and desire him to pronounce it accordingly without the vowel sound. He will pronounce the consonant as "*ra*". Then the hand may be removed and the boy asked what the pronunciation of the whole is. He will answer: 'It is *re*'. Pointing to the vowel sign over the consonant *ra*, the teacher may now inquire what sound it represents. The answer will be—"*e*". The child may now be informed that this vowel sign is in Gujarati called a *mátrá*. Whenever the teacher is desired at the foot of the page to enter on the explanation of the other vowel signs, he must do it in the way aforementioned.

5. Lastly, it is to be observed that no lesson or part of a lesson should be taught imperfectly. Great care should be taken that students master the thing in hand before proceeding to another.

Method of teaching the Second Book.

The teacher should make the children read properly the words put down at the top of lessons. The signs representing any conjunct letters occurring there, and the words themselves in which they occur should be written on the black board and shown to the children, who should be then told that the conjunct letters are composed of such and such simple ones.

2. As for instance, the word '*ávadyá*' is set down at the head of the first lesson, in which '*dya*' is a conjunct letter. This should be thus explained: First '*da*' and '*ya*' should be written separately and the children made to pronounce them; they will pronounce them '*dayâ*'. If '*áva* is placed before them, the word will be read '*ávadayâ*'. But the correct pronunciation of the word is '*ávadyâ*'; and so '*da*' and '*yâ*' ought to be combined. In the same way, in the word '*rákhyo*', *kha* and *yo* ought to be joined; but these two consonants do not remain entire when joined like '*da*' and '*ya*'. The perpendicular line which forms the second part of ख (kha) should be rubbed off; then join यो '*yo*' to the remaining part, and you will have ख्यो '*khyo*'. After its mâtrâ is removed, the conjunct letter will be read ख्या *khyá*. If then the sign of (*á*) is removed and ' , ' the sign of '*u*' is joined and an anuswâra put over it, the letter will be read *khyun*. If the children are in this manner shown that one and the same conjunct letter being joined with the signs of different vowels assumes different forms and is pronounced differently, the conjunct letter will be firmly fixed on their minds. After the conjunct letters are thus explained, the children should be taught to read all the words at the top of the lesson and their meanings. After this the reading of the lesson should be commenced; and every part of the lesson should be thoroughly explained to the children. Any point of morality or general knowledge which occurs in the lesson should be strongly inculcated on their minds by the teacher. One lesson should be taught daily.

3. When the lesson is ended, the children should be asked to shut their books and spell the difficult words. In short, the next lesson should not be commenced till they have learnt to read well and spell the difficult words, and have perfectly understood the meanings of all the words, and the substance of the lesson they have read. But the teacher should at the same time take care that they do not prepare the lesson by heart.

4. At the end of the lesson they should be made to compose and write on their slates short sentences containing words having conjunct letters in them. For instance, in one sentence occurs the word '*rakhyo*'. Now in order that they might learn to read properly the conjunct consonant '*khya*', the boys should be made to compose and write on ther slates such short sentences as, '*men ghodo râkhyo*' '*meñ rupiyâ râkhyâ*' '*tem sum rakhyum*'. Thus the boys will learn to write the conjunct letters properly, and their forms will be fixed on their minds.

5. The poetic pieces should be given to be prepared by heart at home, after they have been read and understood well in the class. Each of the pieces generally contains eight lines, out of which four at a time should be given to be prepared by heart at home. After hearing these the next day the other four should be given. Thus the boys should be made to learn the poetic pieces by heart.

6. In this and the other books of the series, the short ' i ' or ' u ' having a horizontal line (—) over it should be read as if it were long, and the long ' î ' or ' û ' having a crescent (⌣) over it should be read as if it were short. This practice is necessary in verses, since the long ' î ' or ' û ' is sometimes read like the short one, and the short one like the long one.

Method of teaching the Third Book.

1. If the preceding two books have been carefully taught, the child will have acquired a good knowledge of the letters, the different conjunct consonants in use, &c. The object of this book is to impart to him a knowledge of the structure of sentences, to familiarize him with the rules of correct writing and speaking, and in addition to this to communicate useful information to him.

2. It is necessary, therefore, that the teacher make the children read out attentively the words given at the head of each lesson, and ask them the spelling and meanings thereof. In case they do not know the meaning of a word, the teacher ought to explain it to them. Next, one of them must read the first sentence of the lesson. If he cannot read it well, the teacher must read it for him with proper accentuation, and then see it read in the same way by him. The same sentence is next to be read by others, and especially by two or three of the worst readers in the class. Then, the teacher must demand an explanation of the whole sentence and of the difficult words therein. If one child is unable to answer

the question the teacher must turn to another, and from him to a third, and so on, until he gets a correct answer. If none give a satisfactory answer, he himself must give the required explanation, nor must he rest content with giving the explanation, but must satisfy himself that it has been duly impressed on the minds of all by requiring the dullest of them to repeat it.

3. When the teacher has done with the first sentence in this manner, he will take up the second and ask a child to read it. If he fails to read it well, the teacher himself must read it, and follow, in all other respects, the directions given above in detail. By pursuing this plan his pupils will learn to read distinctly, with expression, and in a way to show that they understand what they read.

4. If the lesson is gone over carefully in the above way, the students will learn it well, that is, will be enabled to read and understand it well. Unless this is done, it must be considered to have been imperfectly prepared. It is not intended that children should read their lessons hurriedly, as if they had committed them to memory; and the teacher ought to take care that they do not fall into this error.

5. In order that the lessons may be learnt yet better, every second or third day, or whenever there is time to spare, the children may be asked to copy out on their slates any one of the lessons learnt previously. The teacher must examine the slates and point out to the whole class such errors as have been committed by any of them.

6. The Devanágari alphabet given at the end of the book is to be taught thus: In lesson 128 it has been mentioned that Gujarati letters differ very little from Devanágari letters. After learning this lesson carefully the student is to begin with lesson 129 which gives the Devanágari letters. The Devanágari letters will be found there arranged in order underneath the corresponding Gujarati letters On comparison it will be observed that there is a difference in the case of very few letters only. The children must be asked first to read all these letters and then to copy them out on their slates. To impress on their minds those Devanágari letters which differ greatly from the corresponding Gujarati ones, special reading lessons are prepared, in each of which a few of these letters have been frequently repeated, and such of them as have been thus repeated in the body of the lesson have been placed also at the head of the lesson, that the children may first read them there before they proceed to the reading of the lesson. If they read lessons 130, 135, in this manner, they will be sufficiently familiarized with Devanágari letters.

7. As it is intended that the children should derive some useful information, too, from this book, the teacher, with the view of assisting them in understanding the matter of each lesson, must give illustrations and examples of his own, accompanied with such information as may bear on it. For example, if the lesson be on a moral subject, he is required to inculcate on his pupils the contents of it by means of various examples. Supposing that the lesson for the day is that on the "obedience of children to parents", the teacher must adduce the example of a well known person or of a boy who lived happy on account of his obedience to his parents; or, if there be such a boy in the class, by words of commendation and encouragement, it may be impressed on his fellow-students that it is a very desirable virtue. Similarly, if the lesson for the day be one on a subject of general knowledge, the teacher must try his best to make every part of it quite intelligible to his pupils. Take the lesson on "houses" as an instance. In this case the teacher is to inform them of the names of the different parts of a house; if possible, to point these out also or explain their respective uses; and by means of familiar illustrations to enable the children to understand clearly the description given in the lesson. Whenever lessons on animals or trees occur, the animal or the tree must be shown to the boys, or, if this cannot be done, its picture must be shown; the leaves, flowers, fruit, &c., of the tree ought to be distinctly pointed out, with their respective names.

8. The poetic pieces are to be taught in the manner prescribed in the last book, and are to be committed to memory by the students. Some of these pieces embody the matter of a preceding lesson in prose; accordingly, there will be a two-fold advantage in preparing them by heart—first, they will be able to know these pieces well; and, secondly, they will remember the useful matter out of the lessons.

9. In the course of teaching this book the pupil must be gradually initiated into a knowledge of the rudiments of grammar. When a sentence has been read by him, the teacher may explain to him that all words in it have not the same force, but that they differ in their character, and that to each of these varieties of works a

distinct name is assigned in grammar. The teacher must begin with nouns; next pass to pronouns; and then take up adjectives, verbs, &c., in order.

Method of teaching the Fourth Book.

1. In order that the children may not forget the Devanágari character which they learnt in the Third Book, the heads of the lessons and the proverbs occurring in them are written in Devanágari character. These they must be made to read very carefully.

2. The following is the method to be carefully pursued in teaching to read the lessons of this book:

The master is to read before his class a sentence with proper care and with animation. He is then to ask two or three children to read it together in the same way. He is next to ask the substance of the passage read and the meanings of the different words occurring in it. Among the difficult words particular attention is to be paid to the words placed at the top of the lesson, the meanings of these words are to be very carefully instilled into the minds of the children, and the spelling of such words, if unusually difficult, is to be attended to; for the words at the top are selected merely on account of their difficulty.

3. One sentence being thus completed, this process is to be repeated with regard to the second.

4. By following this course the boys will learn to pronounce correctly and to read in the proper style, so as to show that they understand what they read. In England all the boys of a class are sometimes made to read simultaneously; or, if the class is very large, it is split into two divisions, and they are made to read alternately; but since it is feared that great confusion would arise by doing so in the schools of this country, it is recommended that only two or three boys be made to read at the same time.

5. As said above, when the whole lesson is read out, and its substance explained, sentence by sentence, each boy must be made to read alone. If there is no time to make all the boys read, the worst reader must be made to read first, and pains should be taken to enable him to read well.

6. The lesson being thus carefully read, it will be thoroughly understood, that is, the boys will be enabled to read it well and comprehend its meaning. The lesson must be supposed to be mastered only when it is dealt with as above. It is not intended that children should read their lessons hurriedly as if they had committed them to memory, and teachers ought to take care that they do not fall into this error.

7. The children must be asked to reproduce every day, or if that be not practicable, every second or third day, on slates the substance of the lessons without reference to the book. From this course there flow two advantages, viz.—first, boys acquire a perfect knowledge of what they read; and, secondly, they are trained from their infancy to write accurately.

8. While reading a geographical lesson, the map of the continent of the country treated of must be hung in the class; and no lesson should be gone through without any village, city or country, about which anything is said in the lesson, being pointed out on the map. The boys should also be told of remarkable circumstances, if any, in connection with such places, and in such a manner as to impress them on their minds.

9. In the course of teaching this book a partial knowledge of grammar should also be imparted, *e. g.*, while reading a lesson the boys should be made to keep in mind that all the words therein employed are not alike but dissimilar, and they bear different names in grammar. They must first be made to distinguish substantives, then pronouns, then adjectives, then verbs, and so on. This teaching should be of a more advanced nature than that in the previous book.

Method of teaching the Fifth Book.

1. In order to increase the knowledge of the Devanágari character, the poetic pieces in this book are printed in that character, and they should be carefully read.

In teaching the lessons of this book, the following method should be attended to—

* * * * * * *

(Here follow instructions regarding reading analogous to those in the Fourth Book.)

2. When a lesson on history or geography is being read, the map of that country or continent which forms the subject of the lesson should be hung in the class. The lessons on history are arranged generally in some order, and therefore they should be properly explained during the five, six, ten or twelve days that they may last; and the teacher should not proceed further before the boys have understood all the events in their relation to each other. The object of teaching history is not that the boys should know merely the names of kings and emperors and the years of their birth, their death, and their succession to the throne, or should remember the detailed accounts and dates of great battles, but that they should also attend to the political or moral lessons that may be drawn from it. The lessons of history in this book are compiled with this latter purpose in view, and from each of them some good maxim can be drawn which should be firmly fixed on the minds of the children by illustrations.

3. The pupil is expected to make fair progress in grammar while he is studying this book. Not only should he, therefore, be made to distinguish between substantives, pronouns, &c., but he should also be asked questions from the book as to how the cases and tenses are formed, the answers to which he must be made to find out for himself as far as possible.

Method of teaching the Sixth Book.

In this book the historical lessons are printed in the Devanágari character.

* * * * * * * * *

(Here follow instructions regarding teaching, reading, geography and history similar to those in the Fifth Book.)

1. It is necessary that the teaching of this book be accompanied with grammatical explanations at length. Nor must the derivation of words be neglected. For example, the students must be informed that the word *parmeshwara* is derived from *param* and *ishwara*, the former signifying 'great' and the latter 'God'; hence the compound signifies 'great God'. Again, the word *ishwara* itself is a compound of *ish* and *wara*. *Ish* means 'owner', 'master', and *wara* means 'great'. This is an example of a word of Sanskrit origin. Similarly, the word *janvar*, which is Persian in origin, is derived from *ján* which signifies 'life', and *var* signifying 'possessor'. The meaning of the whole word, therefore, is 'possessor of life' or 'that which has life'.

CONTENTS OF THE DEPARTMENTAL GUJARATI SERIES (CLASSIFIED).

SECOND BOOK.

Advice to the Reader.
Verses on Books.
The Story of a Hen Sparrow (4 Parts).
The Gluttonous Girl.
Song on Rain.
The House.
Story of a Buffaloe Calf (3 Parts).
Verses on ditto.
Earthen Vessels.
The Frog and the Children.
Jamni and Kási (4 Parts).
The Boy and the Brambles.
The Seven-tailed Mouse.
The Hand.
Advice to Pupils.
Ditto (a Poem).
The Story of a She Goat (4 Parts).
The Crying Boy.
Vessels of Copper and Brass.
Names of various kinds of Dresses.
The Cow.
Verses on the Cow.
Things made from Milk.
The Story of a Liar.
Verses on Truth and Untruth.
Hints.
The Seven Days of the Week.
The Cow.
Versus on the Cow.
Relatives (2 Parts).
Cloth.
The Twelve Months.
The Band of Music.
The Birthday.
Cleanliness.
Bread.
The Story of an Honest Boy.
The Mouse.
Ditto (a Poem).
The She Goat (2 Parts).
Water.
Theft.
Ditto (a Poem).
The House (2 Parts).
The Hen and the Chickens.
The Ants and the Snake.
Plants.
The Obstinate Boy.
The Hen Sparrow.
The Sun.
The Boy and the Tiger.
The Story of Two Dogs.
Brothers and Sisters.
God made all.
The Glory of God (a Poem).
The School.

The Slate.
The "Dhanteras" (13th Day of Aswinsud).
Gold and Iron.
The Neck.
The Trunk.
Bad Company.
A Poem on Company.
Things made of Sugar.
The Story of a Dog.
A Dispute between Mangoes and Sugarcandy.
The Kite and the Huntsman.
The Ox and the Frog.
Another Story of a Dog.
Fairs.
Grain.
Things from which Oil is made.
Particulars about the "Divali".

THIRD BOOK.

The Lazy Boy.
A Poem on Good Conduct.
On using Bad Language.
A Poem on ditto.
Provision for the Future.
On Educating Girls.
A Story of Two young Parrots.
The Husbandman and his Wealth.
Who made You?
To keep the Compound Clean.
A Poem on Cleanliness.
Nothing can be had without Labour.
A Poem on ditto.
Our Duty towards our Parents.
Charity.
Truth (2 Parts).
A Poem on ditto.
The Excellencies of Parents (a Poem).
One that builds Castles in the Air.
Taking Offence.
The Dove and the Ant.
The Timid Boy.
Learning by Degrees makes Perfect.
A Poem on ditto.
The Old Man and His Sons.
The Two Women and the Boy.
Ignorance.
A Poem on ditto.
The Bull and the Gnat.
The Gnat and the Spider.
Not to deceive.
Love between Brothers and Sisters.
A Poem on ditto.
The Lion and the Mouse.
The Covetous Man.
The Story of Two Goats.
Advice to Children.
Not to loiter on the Road.
The Omnipresent God (a Poem).
God is everywhere.

General Knowledge.

Customs of Different Countries.
The House.
Ditto (a Poem).
The Nose and the Mouth.
Salt.
Metals.
Lime.
The Ear.
Paper.
Silk.
On Time.
The Metals.
Men and Beasts (2 Parts).
The Ship.
The Light Metals (2 Parts).
The Seasons.
The House Bricks.
The Mortar and the Wall.
The Roof and the Upper Stories.
Iron.
Cotton.
Hours and Minutes.
The Balbodha Character.
The Alphabet.
On अ. इ. उ. ए. ऐ.
क. ख. ज.
च. स. ण.
ध. फ. ब.
Figures and Letters.
The Nouns.
Method of teaching how to read well.
The Village and the Town.
The Senses.
The Eye.

Science.

The Earth.
The Wind.
Water.
The Sun.
The Moon.
The Stars.
Rain (2 Parts).

Natural History.

The She Buffaloe.
The Banian Tree.
The Scorpion.
The Parrot.
A Poem on do.
The Horse.
The Tamarind Tree.
Ditto (a Poem).
The Sheep.
The Nimh Tree.
Grain.
A Poem on do.
The Babul Tree.
The Dog.
Plants (2 Parts).
Rice.
The Cat.
The Monkey.
The Ass
The Story of an Ass.
The Squirrel.
The Serpent.
Hemp.

The Jackal.
Flax.
The Camel.
On Vegetable used as Food.
The Bear (2 Parts).
The Elephants.

FOURTH BOOK.

Morality.

The Old Book and the New Book.
Prayer (a Poem).
The Philanthropic Boy (4 Parts).
Obedience to Parents.
What does a Bad Boy do?
A Poem on do.
One Anna Earned.
God and the Cartman.
One who plots will fall.
The Young Fly.
A Poem on do.
The Truthful Boy.
The Monkey and the two Cats.
Be kind to Animals.
Do not tell a Lie.
The Creator (a Poem).
The Burning House.
The Habit of Observation.
On Speaking the Truth.
The Story of a Rabbit.
Prayer (a Poem).
The European Officer and his Sepoy.
The Dog in the Manger.
The Glory of God (a Poem).
Good Manners.
Friendship (a Poem).
The Cat and the Crane.
The Gambling Boy (a Poem).
The Dog and his Relations.
Affection towards Parents.
Intoxication (a Poem).
On Loving all Men.
The Stag looking into the Water.
Intoxication.
The Pomegranate.
The Jackal and the Goat.
The Story of one Pice.
Mischievous Jivo (a Poem).
The Quail and her Young Ones.
Natural and Artificial Shapes.
Union (a Poem).
The Arbitrator.
The Dog and its Shadow.
Content and Discontent (a Poem).
The Mouse and the Eggs.
A Servant who gave up his Life.
The Lion and the Slave.
The Story of an Avaricious Man.
The Jackal and the Raven.
The Story of the Muhammadan going to sell his Pony.
To return Good for Evil.
Do not think lightly of any one.
The Master's Son and the Doctor.

General Knowledge.

A Poem on Eating.
The Turban and its Border.
The Wounded Reaper.
The Grain.
Warm Clothes.
How to act when Fire breaks out.
The Hour Glass.
The Different Parts of the Body.
Gold and Silver.
Copper and Iron.
Weights and Measures.
The Story of the Five Senses.
Shoes.
The Timepiece.
The Seasons (a Poem).
The House.
The Art of Printing.
The Damp House.
Glass.
The Pin.
Mines.

Science.

The World.
Thunder and Lightning.
The Earth.
The Earth and its Map.
Steam and Smoke.
Clouds and Rain.
The Substance of Grammar.
Versification.
The Ocean.
Wonders in the Sea.
The Creation of God.
Gujrat.
The Town of Kupudvunj.
Ceylon.
The City of Ahmedabad.
The Fort of Ahmedabad.

Natural History.

Mango Trees.
The Plantain.
The Monkey.
Animals.
The Dog.
The Cocoanut.
Sheep and Goats.
A Poem on the Cow.
The Porcupine.
The Dove.
Fish.
Spices.
The Fox.
The Date Tree.
A Brave Dog.
Agriculture.

FIFTH BOOK.

Morality.

The Brave Boy who acted justly.
The Poems of Akha.
The Prisoner and the Rat.
Be kind to Animals (a Poem).
Goodness.
Speak after Consideration.

The Sun and the Wind.
Praise of a Mother.
Try Again.
Philanthropy.
Good and Evil.
A Poem on do.
Song about "Queen Victoria".
A Kind Disposition.
Obedience to a Father (a Poem).
Stolen Property.
The Heir Apparent.
A Poem on Dutiful and Undutiful Sons.
The Solitary Boy.
The Hump-backed Girl.
A Poem on Union.
Plain Dealing.
Keeping One's Promise.
Temptation (a Poem).
Forgiveness.
Prayer for Relief from Hardships.
Bad Conduct.
One who plots will fall.
Hard-heartedness.

General Knowledge.

Rocksalt.
Steel.
Articles made of Steel.
Saltpans.
Difference between Men and other Animals.
Chinese Porcelain.
Samalbhat's Riddles.
Tattooing for Beauty's Sake.
The Chinese Mode of Eating.
Superstition.
The Peril of Life.
The American Indians.
The Story of Three Giants.
A Poem on Names.

Science.

Surat.
Broach.
India.
Description of the Town of Patan.
Asia.
Baroda.
Europe.
England.
Ambaji.
Palitana.
Africa.
America.
Dakor.
Australia.
The Ocean.
The Form of the Earth.
The Substance of Grammar.
A Poem on Mount Abu.

History of India.

Ancient Times.
Gujrat—Muhammad Ghijni, Shabudin Ghori.
The Slave Kings—The House of Khilji.
Alloudin, The Cruel.
Muhammad Nadirsha.
The House of Lodi Babar.

Natural History.

The Bird.
The Bud.
The Whale.
Insects.
Birds' Nests.
Insects.
The Oyster.

SIXTH-BOOK.

Morality.

Assiduity in Learning.
Try Again.
One who performs Acts of Repentance.
One who acted rashly.
Lies.
Worship God since all will die.
The Wolf and the Lamb.
A Poem on Evil Deeds.
The Duties of the Rich (a Poem).
The Existence of God.
Prayer.
The Foolish King.
Miscellaneous Poems on Morality.
Do not tell Lies.
Habits are never got rid of (a Poem).
Increase of Knowledge.
Look at Both Sides.
The Separation of Nala from Damayanti (a Poem).
General Washington.
A Poem in Honour of Queen Victoria.
Overcome Evil by Good.
Instruction of the Mind (a Poem).
Miscellaneous Poems.
Self-Conceit.
Poems by Narmadashankar.
The Story of the Three Talukdars.
The Way to become Happy.
Good Counsels.
Generosity.
The Clever Boy.
Advice to the Tongue.

General Knowledge.

Silk.
The Bones.
The Teeth.
Sandy Deserts.
The English Months (a Poem).
The House.
The Preservation of Health.
Infectious Diseases.
The Shapes of Things.
Stones and Clay.
Lead and Tin.
Europe-made Paper.
The Pencil.
The Chinese Mode of Printing.
Books in China.

The Art of Printing.
Book-binding.
Pearls.
The Sewing Machine.
Rope-dancers.
Washing Clothes by means of Steam.
Coals.
The Various Ways of showing Respect.
The Assumption of Indian Government by Queen Victoria (a Poem).
The Echo.
The Kohinur.
The Ship.
Alchemy.
Hot Springs.
The Balloon.
Matters Worthy of Notice.
The Art of making the Deaf hear.
The Gujarati Language.
Esteemed Articles produced in India.

Science.

The Surface of the Earth.
Asia.
China.
Australia.
Ceylon.
The Atmosphere.
The Diurnal Motion of the Earth.
What makes Fruit fall to the Ground.
Afghanistan.
Thibet.
Persia.
Bengal, Madras and Agra.
Why does the Earth move round the sun.
The Moon.

History.

Humayun.
Akbar.
Jehangir.
Shahjahan.
Aurangzeb—Shivajee.
Ditto Shambuji.
Ditto Shahu.
Bahadursha—Nadirsha.
The Battle of Panipat.

Money Matters.

All should work.
Property.
The Necessity of Money.
Coins.
Savings Banks.
Machinery.

Natural History.

The Spider.
The Tiger.
The Bear.
The Fly.
Vegetables.
Camphor,
Coffee and Tea.
Bees.
The Elephant.
The Lion.
Caterpillars.
The Whale.

SEVENTH BOOK.

Moral Poetry.
The Leisure Hour.
Dr. Chakarbati.
The Court of the King Vikrama and his Industry.
Arabian Hospitality.
What is our Duty? (A Poem by Narmadashankar).
Miscellaneous Pieces by Samalbhat.
The Hospitality of the Africans.
Mungo Park.
Whatever is made by God is useful.
Prayer.
On Lying.
Miscellaneous Pieces by Samalbhat.
Give up Pride.
A Poem on Patience.
Not to use Bad Language.
Hindu Marriage Customs.
A Poem on Bad Company.
A Good Family.
On not Acting Rashly.
The Use of Laws.
Effect produced by Example.
Fear of Death (a Poem).
Instruction to the Mind.
Bribery.
Cleanliness.
Give Medicine to the Sick.
The Necessity of Religion.
Industry.
Dhira's Preaching.
Give up old Bad Customs.
God is everywhere.
On Dotage.
Civilization of the English.
God Save the Queen.
Life (a Poem).
Science and Art.
Debt.
The Blessings of God forgotten.
Union and Admonition.
Female Education.
The Divine Power.
Oppression.
A Poem in Honour of Queen Victoria.
Widows in this Country.
Astrology.
Industry and Punctuality.
The Attainment of Knowledge.
Do. do. (a Poem).
A Moral Life pleases God.

General Knowledge.

Sugar.
Jewels.
Colour.
Abstruse Questions.
British Politics.
Natural Defects.

The Story of Laura Bridgeman.
The Light-house.
The Snow Storm.
God's Blessing on India (a Poem).
The Flesh in the Body.
Digestion.
The Nerves of the Brain.
Lamps.
The Skin.
Perspiration.
An Interesting Poem.
The Microscope.
The Circulation of the Blood.
The Birth of Samalbhat (a Poem).
Breathing.
The Steamer.
The Railroad.
Riddles in Verse.
A Description of the Dawn (a Poem).
Versification.
The Coral Isles.

Geography.

Great Britain.
The Northern Ocean.
The Indians of North America.
Earthquakes.
A Voyage to Europe.
The British Empire.
France.
Spain and Portugal.
Italy.
Switzerland.
Belgium, Germany and Hungary.
Russia.
Egypt.
The Countries of Africa.
The United States.
The Earth.
The Changes of the Seasons.
The Lines on the Globe.
Circumnavigation of the Earth.
Tides.

Natural Science.

Gravitation.
Centre of Gravity.
Mechanical Power.
Velocity.
Friction.
Steam and its Qualities.
The Steam Engine.
Machines.
The Solar System.
The Sun and the Moon.
The Planets.
Eclipses.
Light.
Heat.
Comet.
Fixed Stars.
Electricity.
The Electric Telegraph.

Money Matters.

Taxes.
Paying Taxes.
Pin Manufactories.
Dearness.
Trade.
Labour and Capital.
Wages.
The Rich and the Poor.
Advantages arising from Increased Profit.

History.

Universal History.
The Assyrian Empire.
The Persian Empire.
The Macedonian ditto.
The Roman ditto.
Modern History—From the Commencement of the Christian Era up to the Reformation.
Modern History—From the Reformation to the Establishment of the British Empire in India.
Modern History—From the Commencement of the British Empire in India up to the Assumption of the Government by Queen Victoria.

Natural History.

Tobacco and Betel.
The Poppy.
Mammalia.
Birds.
Reptiles.
Fishes
Molluscs.
Insects.
Radiata or the Star-shs
Animals.
Polypodes.

APPENDIX XI.—(3)—(North-Western Provinces.)

No. 395 A, dated Allahabad, the 28th April 1874.

From—C. A. Elliott, Esq., Secretary to the Government of the North-Western Provinces.

To—The Secretary to the Government of India, Home Department.

In continuation of the letter from this Office No. 35 A, dated the 17th January last, I am directed to forward copy of a letter* from the Director of Public Instruction, North-Western Provinces, and of its enclosure, being a report by the Committee appointed to examine and review the text-books used in Government schools in the North-Western Provinces.

No. 1528 G, dated the 31st March 1874.

2. His Honor considers that the Committee has fulfilled the task allotted to them with much care, and that the result upon the whole is satisfactory; the great body of the school literature is, if not unexceptionable in its character, at least open to little serious objection. Many defects have been pointed out, and many are admitted by Mr. Kempson, and will be corrected. This Government will enjoin on him the duty of taking the earliest opportunity for removing any offensive matter from the Vernacular histories. It cannot be indispensable, for the interests of truth, to introduce into school books which the youth attending Government institutions are compelled to have constantly in their hands, any expressions hurtful to their national feelings. However necessary it may be that an impartial treatment of the histories of India be encouraged as an addition to Vernacular literature, and a stimulus to masculine and independent thought, it is not necessary that the works used in our schools should contain conclusions on religious, political or social matters which are and naturally objected to either by Muhammadans or Hindus.

No. 1528 G, dated Allahabad, the 31st March 1874.

From—M. Kempson, Esq., M. A., Director of Public Instruction, North-Western Provinces.

To— The Secretary to the Government of the North-Western Provinces.

I have the honour to submit the report (dated 19th current) of the Secretary of the Committee appointed under the instructions of G. O. No. 364 A, dated 5th June 1873, for the examination of school books, other than those belonging to the University course, which are in current use in the schools of the North-Western Provinces. The report deals with books used in Government schools only, and Mr. M. S. Howell states that the Committee have not yet been able to examine those used in aided schools. It is evident that the Committee have had considerable trouble in doing so much, and I would not ask them to do more. The Government school books are those we are most immediately concerned with, and which we have the power of altering or excluding. Schools of the same class use the same books, and they are therefore comparatively few in number; but books used in aided schools are beyond our control. So long as the secular subjects of education are fairly taught in the aided schools, it is important to avoid vexatious interference in detail. These schools, over 350 in number, are managed by many different persons and missionary societies, and consequently the text-books are exceedingly various and numerous.

2. I cannot suppose that the object of the inquiry is to discover whether or not immoral works find a place in the curriculum of Government or aided schools. I believe the idea is entertained in some quarters still, but it is entirely without foundation. The mischief is confined to the indigenous Persian schools, in which immemorial custom has sanctioned the use of amatory tales and poems for the sake of the literary reputation of their authors. These are not countenanced in aided schools, and as to Government schools, Persian is read in selections from various authors. One of the commonest complaints against our system is that the style of Persian thus imparted is inferior, and there is a feeling of jealousy at any tampering with favourite authors or at any reduction of their dimensions by compression within the limits of an anthology. There is something to be said on both sides. In English and German schools Ovid and Anacreon necessarily enter the classial course; and so far as my experience carries me, the commonest editions are "*omnia opera*". Again, no one supposes that indelicate passages are dwelt upon in tuition. The quiet condemnation of the English tutor, "Gentlemen, we will omit the next few lines", is well understood, and the Moulvie's silence when a phrase of impure tendency occurs is equally effective.

4. In reviewing the Government school books therefore, it will be found that the criticism of the Committee is confined to points of taste and utility. Of 89 books examined 18 are condemned for defects of this class, 39 are marked for revision or correction, 13 are approved by some and disapproved by others, and 25 pass muster without dissent (para. 16). The names and particulars of all these books, and the comments of the reviewers, are given in the list which precedes para. 15. This is a favourable result, because, firstly, the few books condemned are not as a rule in use; and, secondly, the recommendations for revision depend, in the majority of instances, on opinions which are themselves open to question.

4. I proceed to remark, in the first place, on those books in the list which are rejected as faulty or unsuitable, and in the next place on those which require revision or correction.

No. 1, the *Tashrih-ul-Huruf*, of which more copies are sold than any other book, and which is printed by private presses as well as by the Government Press, was last year superseded by the improved edition recommended by the Committee, but the improvements are in reality trifling.

No 3, condemned by the examining Moulvies, is a little book prepared by Mr. H. S. Reid to interest the boys of village schools. It is a simple tale abounding in allusions within the experience and comprehension of the rustics, and is used as a first reader. It is absurd of the Moulvies to object to the mention of marriage in a book meant for Hindu children, when probably no subject is more talked of in the family home. The Hindi version of this (No. 29 on the list) is praised by the examining Pundits, and I see no reason whatever for giving up either version.

Nos. 7 and 9 are specimens of letters and documents, but are not an essential part of the school course.

No. 14, a Hindi Primer by Rajah Shiva Prasad, is condemned as being formed on the model of an English Spelling Book. It has pictures, and is popular enough.

No. 16. This is a moral class book based on Messrs. Chambers' work. I do not regard it as either difficult, wearisome or unattractive.

32. Hiley's Grammar has long been superseded by Nos. 30 and 31.

No. 35. This selection was drawn up by Mr. H. S. Reid for the Calcutta University, but is no longer used.

No. 43. The absence of vowel points in Arabic school books is approved by the Native practice. It is condemned by Mr. Howell.

Nos. 45 to 49. These are the indigenous Native Arabic Primers which meet with universal acceptance. A work like that suggested by Mr. Howell is under preparation, but I doubt whether it will be used outside our schools. The fact that Sadi composed one or two of the primers is quite sufficient to keep them in constant demand. New books are a nuisance to Moulvies of the old school.

No. 50. This work, by Moulvie Obeyd-ool-lah, Hooghly College, was introduced on trial for a time only, but was found wanting, and is now out of use.

No. 67. This work was, I believe, published for Madras schools, and is used because it has been for years the only cheap and handy compendium in the country. Of course irrelevant matter is omitted in class teaching.

Nos. 70, 71, 74 and 76 are not now class books.

No. 78 was a Calcutta University text-book. The chapter on Muhammad is not read.

No. 85 seems to be chiefly objected to by Muhammadans on the ground that a Hindu is the author, and they object to his name being incorporated in the title after the Muhammadan fashion. It was one of the books rewarded under the notification and has met with general approval.

5. As regards the books cited as requiring correction and revision, it may be assumed that the subject matter is approved, as the defects pointed out turn chiefly on question of style and method of treatment. Opinion and taste in these matters vary widely, and it is obviously impossible to please all. As Mr. Howell remarks, a book condemned by two critics for its inelegant Urdu is commended by a third for its excellence. Another work by one of the same two critics above-mentioned is disapproved of by the other, and so forth. Again, in Hindi, a simple reader for beginners elicits diametrically opposite opinions from Messrs. Gough and Growse, both good scholars. Rajah Shiva Prasad writes Hindi as spoken, instead of the pure bhasha of the Prem Sagar, and is consequently regarded with disfavour by the Pundits, and he in return denounces their pedantry. There is one class of

books, viz., geographies, which is undoubtedly susceptible of improvement. The class books in this subject are not up to date, though improved editions are in hand. Some of the works on history, as might be expected in such a subject, are found fault with as infringing the rule of religious impartiality. No. 74, for instance, which is an Urdu abridgment of English History from an English original, shows that the author belongs to the reformed faith by a hard blow at the Pope which, however, can have little meaning for Native readers.

No. 68. The Ainah Tarikh Numa, which is an Urdu version of Rajah Shiva Prasad's Itihas Tumir Nasakh, has been condemned before now by Muhammadan critics as anti-Muhammadan, and they also cite passages which should be offensive to Hindus too. The Pundits of Benares have not failed to make this latter objection. This at least shows the author's impartiality. Munshi Gunga Pershad, a well educated Hindu Deputy Collector, sees "no defect" in the book. Mr. Gough finds no fault either, and Mr. Growse thinks the author's treatment of his subject "inevitable", and has recorded his opinion that Part III. answers all the requirements of a perfect class book. Mr. Howell, in review, observes that historical impartiality at least requires that the good as well as the bad points of the Muhammadan rulers should be recorded, but he omits to say what those good points were, or to notice that the author speaks well of some of the emperors. As a matter of fact, this part of the history is taken from Elphinstone, whose references to original authorities the author has verified, and the result is the same as that drawn by Sir H. Elliott in his History of India as told by Muhammadan historians, namely, that the Muhammadan rule was harsh, and that the majority of the kings were bad kings. In another part of the history the author's statement that the Muhammadans, as a class, were disaffected in the mutiny is perhaps broad; but the author, as a Hindu gentleman of observation and experience, may be allowed to express his opinion without being accused of fomenting discord. This work is the only one of its kind in the country by a Native, and Mr. Growse is only fair to the author when he speaks of it as a work of merit. It shows originality and research and substantial accuracy. No impartial critic can blame the author's Hindu sympathies, and no Englishman his partiality for the British rule as compared to the Muhammadan. Mr Howell thinks that "occasional additions and omissions of matter and modifications of expression would probably remove the objections to this history". Possibly the author, who is quite ready to avoid needless offence, may consent to this in the Urdu text.

6. The report contains some suggestions of value, such for instance as the renewal of selections from Urdu and Persian. This, however, is a matter which depends upon the University authorities. We now use their selections in place of those noticed in this report. In Urdu a new one has just been published by the University, and in Persian Dr. Lee's well known anthologies are used.

It is well said that translations should be the work of a master in both languages, and that in Hindi men often write an artificial style, because they do not think in Hindi. They think as a rule in Urdu, and this is the point urged by Rajah Shiva Prasad in his controversy with the Pundits.

At the end of para. 21 there is mention of an objection which has been raised to what is called "controversial discussion on female education", with allusion to the books in currency in which the advantages of female education are stated. The objectors think apparently we have no right to press these arguments on the unformed mind of the young, because it gives them an unfair bias; but the "complexity" of the question has nothing to do with the argument for or against, and the advantages of female education can hardly be called an open question. Little is said of English text-books, because they are necessarily few in number. Boys learn grammar and exercise—work, and read graduated selections, till they commence the Entrance Examination, Calcutta University Course. The selections vary, and masters are allowed to use their own judgment now that the Calcutta matriculation test has been widely made general.

Moulvie Karim Buksh, with whom Mr. Howell seems to agree, thinks that Urdu grammar is not wanted, and that Arabic and Persian grammar should be used instead, just as Latin or Greek grammars take the place of English grammars in English education. This appears to be based on the assumption that the best Arabic and Persian scholars write the best Urdu—in my opinion a faulty assumption. The reference to English grammar is fatuous, for the best English is Saxon English; and it seems to be forgotten that our Vernacular schools do not teach Arabic and Persian, and that if grammar is taught at all, it must be Vernacular grammar, and not Persian, Arabic and Sanskrit. It is remarked that apparently no dictionaries are used. Cheap English dictionaries are, however, exceedingly common and

popular, though not named in the list of class books. Vernacular dictionaries are too expensive for boys to purchase, but all the schools are supplied.

Little is said about the elementary mathematical books in use. It was unnecessary to discuss them. Arithmetic, Algebra and Euclid are represented fairly enough in the Vernacular, and the boys often become marvellously proficient by their aid. We are introducing translations of improved English treatises by degrees, but constant change is perplexing; and after all the teaching of these things depends on the teacher and not on the book. This remark applies more or less to all subjects of study. The great point is to use the best method and texts in normal schools, and to turn out our teachers as intelligently equipped as possible. If good teachers, they will in practice teach their pupils from the tattered incorrect first edition of an old school book almost as well as from a faultless text.

7. The books which have been named for revision by the Committee shall have every attention, as new editions are published from time to time. This process has, indeed, been constantly going on, and hitherto the books in use have served their turn exceedingly well. Cheapness is essential, and sudden changes and large and costly books have been avoided on principle. I shall not be understood to advocate an inferior school literature on purely economical considerations, but it is necessary to remember that the attendance in our schools depends much on their cheapness, and that our teachers teach best what has been in their hands longest, and consequently that so long as the books used are not absolutely wrong and mischievous, which is not the conclusion of the Committee, hasty and unsparing substitutions will answer no good purpose.

Dated Benares, the 19th March 1874.

From—The Joint Magistrate of Benares.
To—The Director of Public Instruction, North-Western Provinces.

In conformity with instructions conveyed in para. 8 of G. O. No. 363-A, dated 5th June 1873, I have the honour of communicating to you, for submission to Government, the result of the deliberations of the Committee appointed to examine and report upon school books.

2. The Committee were instructed to examine all the books in use in schools supported or aided by Government; considerable delay having taken place in procuring and distributing the books used in aided schools, the reports on those books have not yet arrived. The present report therefore concerns only the class books prescribed in Government schools as detailed in the classified list furnished by you.

3. The Committee originally divided the work of examination and report in accordance with the tastes and attainments of the individual members in the following way:

Names of Members.		*Subjects selected.*
F. S. Growse, Esq., C. S.	...	Hindi in any subject.
E. T. Constable, Esq.	...	Persian in any subject, and Mathematics in any language.
A. E. Gough, Esq.	...	Mental Philosophy in any language; Sanskrit and Hindi in any subject except Mathematics; and English in any subject.
Babu Shiva Prasad, C. S. I.	...	Grammar, Literature, History and Geography in Urdu and Hindi.
Babu Mathura Prasad	...	English in any subject.
Moulvie Nisar Ali Beg and Moulvie Nazir Ahmed.		Urdu, Persian and Arabic in all subjects, except Mathematics.
Moulvie Karim Buksh	...	Composition, History and Geography in Urdu and Persian.
Babu Kali Churn	...	Hindi in any subject and Geography in Urdu.
Munshi Gunga Prasad	...	English, Urdu and Persian Literature, and Mathematics in any language.
M. S. Howell, Esq., C. S.	...	Arabic in any subject.

This division, however, having been somewhat modified in practice, I shall indicate beside the name of each book the names of the gentlemen who have reported upon it.

4. With respect to their contents, the class books used in Government schools may be reduced under the following categories:

1. Language—(*a*) Primer.
   (*b*) Reader.
   (*c*) Grammar.
   (*d*) Composition.
   (*e*) Caligraphy.
   (*f*) Prosody.
   (*g*) Lexicology.
2. Literature.
3. Geography.
4. History.
5. Mathematics.
6. Natural Philosophy.
7. Logic.
8. Political Economy.
9. Moral Philosophy.
10. Miscellaneous.

5. *Language.*—The languages taught are—

Vernaculars	...	Urdu and Hindi.
Foreign modern languages	...	English and Persian.
Indian classical language	...	Sanskrit.
Foreign classical language	...	Arabic.

I.—Vernacular Languages.

A.—Urdu.

Subject.	Title.	Contents.	Examiners.	Abstract of criticism.
(*a.*)—Primer ...	1. Tashrih-ul-Huruf.	Properly a mere spelling book, but containing also the names of the days in Hindi and Persian, and of the months in English, Hindi and Arabic. Official designations and the names of some legal commercial and official documents, and of Indian geographical features and territorial divisions.	Babu Shiva Prasad, C. S. I. Moulvie Karim Buksh. Moulvie Nisar Ali Beg. Moulvie Nazir Ahmed.	Unmethodical; the letters and short sentences should be retained, and rules added for the changes in the form of letters in combination; the rest should be expunged or the work should be superseded by the new Tashrih-ul-Huruf revised by the Professors of the Muir College.
(*b.*)—Readers...	2. Muntakhabat-ul-Hikayat.	Short stories and fables with morals appended.	Moulvie Karim Buksh. Moulvie Nisar Ali Beg. Moulvie Nazir Ahmed. Munshi Gunga Prasad.	Good moral stories useful for beginners, being written in a good style.
	3. Kissae-Dharm Singh	Episodes in the life of a rural zemindar.	Moulvie Karim Buksh. Moulvie Nisar Ali Beg. Moulvie Nazir Ahmed. Munshi Gunga Prasad.	The word جو is used frequently and unnecessarily, and the word زکوٰۃ is anomalously employed at page 7; the expressions are difficult; sentences too long, and subjects, such as a criminal prosecution, marriage, debt and custody of orphans' property, unsuitable for young children. The book should be expunged from the course, and replaced by a better reader. (I do not agree with the criticism as to the use of زکوٰۃ. The phrase rendered according to the strictest sense of this word signifies *you should give alms according to your means, i. e., should cut your coat according to your cloth.*)
	4. Kissa-i-Surajpore.	A story of village life showing the constitution of a village community and the machinations of a dishonest putwaree.	Moulvie Nazir Ahmed. Moulvie Nisar Ali Beg. Moulvie Karim Buksh. Munshi Gunga Prasad.	*Unfavourable.*—Ruined by the verses, difficult words, Persian sentences and words; poetical figures, subjects too advanced for small boys. *Favourable.*—Very suitable for village schools.
	5. Chand Pond.	Advice on habits, manners, society, health, religion, morals, feelings. Outlines of geography.	Babu Shiva Prasad, C. S. I. Moulvie Nisar Ali Beg. Moulvie Karim Buksh.	Simple idiomatic, elegant language; useful for young Muhammadan boys; but the difficult Persian and Arabic words should be eliminated, and the chapter on religion and the prophet omitted.

A.—Urdu,—concluded.

Subject.	Title.	Contents.	Examiners.	Abstract of criticism.
(*c.*)—Grammar	6. Kaw aid-i-Urdu.	Urdu Grammar ...	Babu Shiva Prasad, C. S. I. Moulvie Nazir Ahmed.	Four parts of progressive difficulty; much reiteration, each part re-producing the contents of its predecessor, and some superfluous matter; some technical terms borrowed from the Arabic are inapplicable to the Urdu, *e. g.*, Synthetic compound applicable to عشر أحد but wrongly applied to گیارہ.
(*d.*)—Composition.	7. Dastur-ul-Arkam.	Forms for official and commercial documents.	Moulvie Nisar Ali Beg. Moulvie Nazir Ahmed.	Many of the forms are antiquated and obsolete; the book is unsuitable for a class book, though it might be useful to boys about to enter public service after leaving school.
	8. Inshae Urdu.	Short letters, forms of official orders and returns to them, styles of address and current Persian proverbs.	Moulvie Nisar Ali Beg. Moulvie Karim Buksh. Moulvie Nazir Ahmed. Munshi Gunga Prasad.	*Unfavourable.*— Unidiomatic; violates the rules of gender; literal translation from the Persian; uncommonly inelegant Urdu; useless, as better letter-writers have been composed. *Favourable.*—Very good letter-writer for beginners.
	9. Insha-e-Khirad-afroz.	Forms for letters and commercial and official documents and elementary rules of syntax.	Moulvie Karim Buksh. Moulvie Nisar Ali Beg. Moulvie Nazir Ahmed.	The rules of syntax are out of place here; the epistolary styles of expression require to be modernized, and the forms of official documents, if considered necessary, should be revised in accordance with the existing law.
(*e.*)—Caligraphy.	10. Rasonu-i-khatt.	Caligraphy, not, as the author states, mere, ornamental penmanship, but rules for the combination of letters, which rules he claims to have invented.	Moulvie Nisar Ali Beg. Moulvie Karim Buksh.	Very useful for teaching caligraphy.
	11. Arzhang-i-chin.	Caligraphy ...	Moulvie Nisar Ali Beg. Moulvie Nazir Ahmed. Moulvie Karim Buksh. Munshi Gunga Prasad.	*Unfavourable.*—Useless except as a library book of reference; good penmanship is to be acquired only from oral instruction. *Favourable.*—Will do well for students of penmenship.
(*f.*)—Prosody...	12. Risalae Aruz.	Treatise on Prosody ...	Moulvie Karim Buksh. Munshi Gunga Prasad. Moulvie Nazir Ahmed.	*Unfavourable.*—Brief treatise, long in use, should now be superseded by a better work. *Favourable.*—Good treatise, free from defects, and suitable for advanced students.
(*g*)—Lexicology	*Nil.*			

B.—Hindi.

Subject.	Book.	Contents.	Examiners.	Abstract of criticism.
(*a.*)—Primers...	13. Akshar Dipika.	Short sentences graduated in difficulty.	Mr. Gough ... Mr. Growse.	The accidence and enumeration of the vocal organs employed in enunciating each letter should be transferred to the end, or at all events taught last.
	14. Baran Mala.	Alphabet, syllables, words, sentences, fables, letters, hand-writing, multiplication table.	Mr. Gough ... Mr. Growse. Babu Shiva Prasad, C. S. I.	*Favourable.*—Made interesting by the stories and illustrations: matter easily comprehensible. *Unfavourable.*—A translation, literally accurate, but violating the intention of the original: thus, *fear God*, given as a monosyllabic sentence, becomes Bhagavanse daro, where one word is trisyllabic and one dissyllabic. The illustrations, taken from an English Spelling Book, are foreign in subject.
(*b.*)—Readers...	15. Bal Bodh	Reading lessons ...	Mr. Gough ... Mr. Growse. Babu Shiva Prasad, C. S. I.	*Unfavourable.*—Pedantic style: hard Sanskrit words such as tikshna *hot*, unintelligible to young children. *Favourable.*—Easy and instructive, pure style, very good first book.
	16. Sikaha Manjari.	Moral precepts and illustrative anecdotes translated from the Talim-un-nafs.	Mr. Gough .. Mr. Growse.	Difficult, wearisome and unattractive.
	17. Suta Sikshawali.	Duties of women, in the form of a dialogue.	Mr. Gough ... Mr. Growse.	*Unfavourable.*—Part I. contains errors in orthography. Part II. is pedantic. *Favourable.*—Indian in form and expression; well suited to remove prejudices.
	18. Stri Siksha.	Female education ...	Mr. Gough ... Mr. Growse.	*Favourable.*—Cogent arguments, well adapted to remove prejudice. *Unfavourable.*—Controversial, and unsuitable for class book.
	19. Vama Manranjan.	Biographies of celebrated women, Indian and European.	Mr. Gough ... Mr Growse. Babu Shiva Prasad, C. S. I.	Matter excellent, style rather difficult; long Sanskrit compounds require weeding out, and the transliteration of European names needs revision.
	20. Samay Probodh.	The Calendar ...	Mr. Gough ... Mr. Growse.	Some orthographical errors, and in one place Wednesday and Thursday are transposed.
	21. Stridhurm Sangraha.	Controversial treatise upholding female education on orthodox theological grounds.	Mr. Gough ... Mr. Growse.	Natural style, in perfect harmony with Hindu ideas.

B.—Hindi,—concluded.

Subject.	Book.	Contents.	Examiners.	Abstract of criticism.
(*b.*)—Readers ...	22. Dharm Singh-ka-Vrittant.	Hindi version of No. 3 Urdu.	Mr. G. Gough ... Mr. Growse. Babu Shiva Prasad, C. S. I.	Moral tone excellent; style easy and engaging; phraseology, simple and colloquial; contains, however, some pedantic expressions well suited for Hindu boys.
	23. Surajpur-ki-kahani.	Hindi version of No. 4 Urdu.	Mr. Gough ... Mr. Growse.	Interesting description of Native society given in a clear and easy style; unpronounceable words, however, like Kabil-i-zira-at are objectionable in Hindi.
(*c*)—Grammar.	24. Bhasha Bhaskar.	Hindi Grammar and Prosody.	Mr. Gough ... Mr. Growse. Babu Shiva Prasad, C. S. I.	*Favourable.*—Good Grammar; useful for advanced students. *Unfavourable.*—Chapter on poetical Forms wanting language that of a Purist; rather a Sanskrit than Hindi Grammar; utterly unsuited for Vernacular schools.
(*d.*)—Composition.	25. Patra Malika.	Letter-writer ...	Mr. Gough ... Mr. Growse.	Greater number and variety of examples desirable.
(*e.*)—Caligraphy	See No. 14.			
(*f.*)—Prosody...	See No. 24.			
(*g.*)—Lexicology	*Nil.*			

2.—Foreign Modern Languages.

A.—English.

(*a.*)—Primers ...	26. Mathura Prasad's Primer.	Letters of the alphabet as printed and written, and lessons in orthography.	Mr. Gough ... Munshi Gunga Prasad.	Well arranged, easy, and suitable for its purpose.
	27. Grammatical Primer.	Accidents and Elements of Syntax.	Mr. Gough ... Babu Mathura Prasad.	Adapted to Native beginners.
(*b.*)—Readers ...	28. Mathura Prasad's Reader, Parts I. to IV.	Reading lessons, dialogues, and exercises in dictation.	Mr. Gough ... Babu Mathura Prasad. Munshi Gunga Prasad.	Lessons instructive and interesting; nothing unfamiliar to Native boys. English idiomatic and modern; style colloquial.
	29, Readings in English Poetry, Parts I. to III.	Selected pieces of Poetry ..	Babu Mathura Prasad. Munshi Gunga Prasad.	On the whole well selected; the Psalm of Life, however, and the address to light, are too difficult, and some pieces containing classical metaphors and allusions to European History should be expunged.
	Readings in English prose (not in the Director's list 5th and 6th Books.	Reading lessons and dialogues.	Babu Mathura Prasad. Munshi Gunga Prasad.	Interesting and instructive selections—"East India Stations, Benares", however, should be omitted, as containing hard architectural terms, and the "Rock of Gibraltar"; "the Mountain of Miseries", "the Pampas", and "the Battle of Crecy" as uninteresting to Indian boys.

A.—English,—concluded.

Subject.	Book.	Contents.	Examiners.	Abstract of criticism.
(*b.*)—Readers,—concluded.	Nelson's Junior Reader (not in Director's list). No.	Reading lessons in Prose and Poetry.	Mr. Gough ...	Style excellent; English pure, modern and conversational; anecdotes interesting.
	Nelson's Senior Reader (not in Director's list).	Reading lessons in Prose and Poetry, selected from the best modern authors.	Mr. Gough ...	Capital work for advanced students, containing a great variety of topics, and nothing offensive to Native notions.
	Third Book of Lessons (not in Director's list).	Reading lessons in Prose and Verse.	Mr. Gough ...	Contains much that is uninteresting except to Irish students; much Scripture history and Christian theological matter.
(*c.*)—Grammar	30. Howard's Rudimentary English Grammar.	Accidences, syntax, and punctuation.	Mr. Gough ... Babu Mathura Prasad.	A good practical book for beginners.
	31. Howard's larger Grammar, Vol. I.	Accidence ...	Babu Mathura Prasad.	Scholar-like work, fit for advanced students. Divides words into noun, verb and particle.
	32. Hiley's Grammar.	Orthography, Etymology, Syntax, Punctuation, and Prosody.	Mr. Gough. Babu Mathura Prasad.	Based upon the earlier Grammarians as difficult, but not so scientific as Angus' Hand Book of the English language.
(*d.*)—Composition.	33. Wright's Elementary Prose Composition.	Rules and Exercises ...	Babu Mathura Prasad. Munshi Gunga Prasad.	The general instructions cannot be too highly praised. Valuable remarks on the article and subjunctive mood.
	34. Stapley's Graduated Translation Exercises.	Rules and exercises for translation from Urdu into English.	Babu Mathura Prasad.	The exercises are useful, but the rules need careful revision.
(*e*)—Caligraphy	*Nil.*			
(*f.*)—Prosody...	See No. 32.			
(*g.*)—Lexicology	*Nil.*			

B.—Persian.

(*a.*)—Primers...	*Nil.*			
(*b.*)—Readers...	35. Muntakha-bat-i-Farsi, Parts I. & II.	Persian Anthology, consisting of selections in prose and verse.	Moulvie Nazir Ahmed. Moulvie Karim Buksh. Moulvie Nisar Ali Beg.	Part I. contains good selections calculated to teach the language and improve the morals. Forms of address, however, and models of letter-writing form the Panj Ahang and Ruka at-i-Katil and Behar-i-Ajam should be substituted for those in the 2nd section.

B.—Persian,—concluded.

Subject.	Book.	Content.	Examiners.	Abstract of criticism.
(*b.*)—Readers,—concluded.	35. Muntakhabat--Farsi, Parts I. & II.	Persian Anthology, consisting of selections in prose and verse.	Moulvie Nazir Ahmed. Moulvie Karim Buksh. Moulvie Nisar Ali Beg.	Part II. has not been well selected, the selections from the Ruka-at-i-Alamgiri and Tarikh-i-Padshahan-i-Ajam should be suppressed; the former as not displaying any power of composition, and the latter as containing mythical narratives.
(*c.*)—Grammar	36. Sarf-i-Saghir.	Etymology ...	Moulvie Nisar Ali Beg. Moulvie Nazir Ahmed. Moulvie Karim Buksh. Munshi Gunga Prasad.	Useful Grammar, but needs more extensive development of the irregular verbs should be taught instead of the Sufwatu-e-Masadir.
	37. Safwatu-e-Masadir.	Verbs and verbal nouns ...	Moulvie Nisar Ali Beg. Moulvie Nazir Ahmed. Moulvie Karim Buksh.	Useful as a first grammar.
	38. Kawaid-i-Farsi.	Etymology and syntax ...	Moulvie Nisar Ali Beg. Moulvie Karim Buksh.	Very useful grammar.
(*d.*)—Composition.	See No. 35.			
(*e.*)—Caligraphy.	*Nil.*			
(*f.*)—Prosody.	*Nil.*			
(*g.*)—Lexicology.	39. Nisab-i-khusrau.	Revised edition of the Khalik-Bari (rhythmical) Vocabulary.	Moulvie Karim Buksh. Mhushi Gunga Prasad.	*Unfavourable.*—Not suitable for a class book. *Favourable.*—Useful for beginners.
	40. Farra-e-Farsi.	Vocabulary of infinitive nouns with a few examples.	Moulvie Karim Buksh. Moulvie Nazir Ahmed. Munshi Gunga Prasad.	*Unfavourable.*—Not suitable for a class book; too concise. *Favourable.*—Useful for beginners.

3.—Classical Languages.

A.—Indian Sanskrit.

(*a.*)—Primers.	*Nil.*			
(*b.*)—Readers.	41. Hitopodesha.	Fables and stories, text, translation and glossary.	Munshi Gunga Prasad.	Meritorious edition of this celebrated work expurgated of the objectionable stories. The Ape and Wedge might also be omitted.
(*c.*)—Grammar.	42. Vyakaranki-Upakramanika.	Elements of Sanskrit accidence.	Mr. Gough ...	Good grammar for beginners.
(*d.*)—Composition. (*e.*)—Caligraphy. (*f.*)—Prosody. (*g.*)—Lexicology.	*Nil.*			

B.—*Foreign Arabic.*

Subject.	Book.	Contents.	Examiners.	Abstract of criticism.
(*a.*)—Primers...	*Nil.*			
(*b.*)—Readers..	43. Nafhatu-i-yaman.	Stories, fables, and selections in prose and verse.	Mr. Howell ...	Needlessly harrassing to beginners from the want of vowel points.
	44 Mufidu-i-Taliban.	Easy stories.	Mr. Howell ...	Suitable for beginners.
(*c.*)—Grammar.	45. Mizan ... 46. Munshaib 47. Sarfmir 48. Ponjgonj	Etyology and Accidence	Mr. Howell ...	A single complete work would be better than these five treatises on the same subject.
	49. Nahomir	Syntax ...	Mr. Howell ...	An elementary work.
	50. Miftahul-adab.	Grammar, &c. ...	Moulvie Nazir Ahmed. Mr. Howell.	Arrangement bad; some errors; all that is required not contained.
(*d.*)—Composition. (*e.*)—Caligraphy. (*f.*)—Prosody. (*g.*)—Lexicology.	*Nil.*			

Wright's Reader in English and the Patwa Kaumudi in Sanskrit have not been noticed by any examiner. The Ikd-i-gut and Ikd-i-Mauzum in Persian, and the Rijupatha in Sanskrit have been excluded from the foregoing review, because they are text books of the Calcutta University.

6.—*Literature.*

Language.	Title.	Contents.	Examiners.	Extract of criticism.
Urdu ...	51. Muntak-habat, Urdu.	Selections from the Ikhwauna-safa, Alflaila, Chahar Darwesh, Sandford and Merton, Kulliyat-i-Saudi, and Shahnamah.	Moulvie Karim Buksh. Moulvie Nazir Ahmed. Moulvie Nisar Ali Beg.	The Urdu of the Ikhwauna-safa, Alflaila, Chahar Darwesh, and Sandford and Merton is good, though it occasionally exhales an odour of translation. The selection from Saudi and the Shahnamah are bad. Saudi has written many better things.
Hindi ...	52. Gutka ...	Selections from the best authors in prose and verse.	Mr. Gough ... Mr. Growse, Babu Shiva Prasad, C. S. I.	Pure and simple Hindi. A valuable work for advanced students.
	53 Nitisudha-Tarangini.	Stories illustrative of social and moral topics, strung together as in the Hitopodesha.	Mr. Gough ... Mr. Growse.	Hackneyed arrangement, but elegant Hindi. The work is more suited, however, to general readers than to school boys.

Literature,—concluded.

Language.	Title.	Contents.	Examiners.	Abstract of criticism.
Hindi,—concld.	54. The Ramayan of Tulsi Dass.	Great Hindu epic ...	Mr. Gough ... Mr. Growse.	Accurately edited. The morality unexceptionable and language elegant. The notes should be increased
English ...	55. Sullivan's Literary Class-book.	Selection from prose and poetry.	Babu Mathura Prasad.	The extracts are extremely well selected, except that none are taken from authors of the present day. The introductory treatise on elocution and the religious (Christian) pieces should be omitted.
	McCulloch's Course of Reading (not on the Director's list).	.....	Mr. Gough ...	Matter and style difficult; large admixture of Christian theology.
Persian ...	*Nil.*			
Arabic ...	*Nil.*			
Sanskrit ...	*Nil.*			
	7.—Geography.			
Urdu ...	56. Chhota Jam-i-Jahan Numa.	Geography of Asia and India.	Moulvie Nazir Ahmed. Moulvie Karim Buksh.	Useful account of the geography of Asia. Has the same defects as Jugrafiya-i-alam, namely, no maps, nor names in Nagari, nor recent modifications, such as the Suez Canal and the latest additions to British India. Humeerpur is described as a district of the Jhansi Division.
	57. Jam-i-Jahan Numa.	Geography of Asia ...	Moulvie Nazir Ahmed.	Best Urdu geography in the Department: the subject is so treated as not to repel the student; but it has no maps like Euclid without the figures, and no names in Hindi. Modern alterations should be incorporated into it, and the language needs revision *e. g.*, امداد و إستعانت خداوند نعمة Where خداوند is agent of إمداد object of إستعانت (a most slovenly construction).
	58. Jugrafiya-e-Hind.	Geography of India ...	Moulvie Karim Buksh. Moulvie Nazir Ahmed.	Antiquated; composed 13 years ago; does not mention the Chief Commissionership of the Central Provinces; gives the figures of population from old census; language needs occasionally revision, *e. g.*, وضيع for وضعدار

7.—*Geography*,—continued.

Language.	Title.	Contents.	Examiners.	Abstract of criticism.
Urdu ...	59. Jugrafiya-e-Alam.	Geography of the World...	Moulvie Nazir Ahmed.	Wants maps and names in Nagari; no mention of railways or the Suez Canal; the account of mathematical geography should be at the beginning instead of following the description of Asia; many errors, *e. g.*, Azimabad for Nizamabad and Alkatif for Attaif; gives only one High Court for each Presidency, whereas there are three in the Bengal Presidency, at Calcutta, Allahabad and Lahore.
	60. Jugrafiya-e-Jahan.	Geography of the World...	Moulvie Karim Buksh. Moulvie Nazir Ahmed.	*Unfavourable.*—Meagre; not good for students; maps insufficient; no names in Hindi; a mere catalogue of names. *Favourable.*—Excellent; fit for the most advanced students.
Hindi ...	61. Chhota Bhugol Hastamalak.	Geography of Asia and India abridged from No 62.	Mr. Gough ...	Style idomatic.
	62. Bhugol Hastamalak.	Geography of Asia ...	Mr. Gough ... Babu Shiva Prasad, C. S. I.	Easy and interesting; gives information about the geography, history, literature, religions, &c., of Asia. It is, however, 15 years behind the time.
	63. Bhugol Chandrika.	Political and Physical Geography.	Mr. Gough ...	Information ample and interesting; translation a little too literal; some needless transliterations and some political divisions of North America (page 66) misplaced.
	64. Bhugol Vidya.	Astronomy and Geography	Mr. Gough ...	Sanskrit technical terms often introduced without explanation, and English words translitterated where vernacular equivalents exist.
	65. Jagad Bhugol.	Hindi version of No. 59...	Mr. Gough.	The geography of India is interpolated before the mathematical geography: English words sometimes transliterated without explanation; description of Europe meagre; arrangement and transliterations of names bad.
English ...	66. First Geography.	Guide to the map of the world.	Mr. Gough ... Babu Mathura Prasad. Munshi Gunga Prasad.	Improved arrangement, but too concise; a bare outline will do, however, for beginners.

7.—*Geography*,—concluded.

Language.	Title.	Contents.	Examiners.	Abstract of criticism.
English ...	67. Outlines of Geography.	General Geography ...	Babu Mathura Prasad. Munshi Gunga-Prasad.	Insufficient details about England and India; contains the remark that Christianity "is the only true religion, Muhammadanism, Buddhism, and Hinduism are the principal forms of religious error", and concludes with an exhortation to strive for the conversion of the Natives to Christianity.
	Outlines of Modern Geography (not in the Director's list).	.....	Mr. Gough ... Babu Mathura Prasad.	Deficient in descriptive matter, and overcrowded with unimportant details. Requires careful correction.
Persian ...	*Nil.*			
Arabic ...				
Sanskrit ...				

8.—*History*.

Urdu ...	68. Aina-e-tarikh Numa.	History of India, Part I., Hindu and Muhammadan period; Part II., British period.	Moulvie Karim Buksh. Moulvie Nisar Ali Beg. Moulvie Nazir Ahmed.	Inadequate account of Hindu period; no mention of Rama's expedition to recover his Queen Sita: should give an account of Rama among the Solar princes and Yudhisthir among the Lunar ones; also some account of the India of those times, and of the causes that produced the fall of the Hindu dynasties, and the conquest of the country by the Muhammadans; and a description of the mode of administration, and any improvements consequent upon the successive changes of dynasty. In Part II. the language is bad, and the facts confused. The book is offensive to Hindus and Muhammadans. In Part II. the Hindu religion is plainly declared to be absurd, the author saying—"Our religion is made to turn upon eating and drinking, the mouth being made the gate of heaven or hell: if one eats sugarcane, one goes to heaven; if one tastes a turnip, one starts for hell; by drinking cow's urine all sins are washed away; if its fat touch a man's mouth he becomes a Raksha even in his lifetime." Further, a few drops of rain at the Sati of Ranjit Singh's widows are represented as a shower of tears from heaven at

8.—*History.*—continued.

Language.	Title.	Contents.	Examiners.	Abstract of criticism.
Urdu ...	68. Aina-e-tarikh Numa.	History of India, Part I., Hindu and Muhammadan period; Part II., British period.	Moulvie Karim Buksh. Moulvie Nisar Ali-Beg. Moulvie Nazir Ahmed.	the grievous spectacle. (The author, however, states that the passages in the second part objected to by the Pundits of the Benares College have been expunged in the new edition.) All the Muhammadans without distinction are asserted at page 121 (see para. 25) to have been the authors of the mutiny. They are said at 75 to be as different from Hindus as earth from heaven. The statement that Alamgir, who had thought no evil of ascending the throne, through the imprisonment of his father, and the murder of his brothers, became a model of religious worth to the people of his own persuasion merely through devoting some money earned by his own labour to the purchase of his winding sheet; and the distribution of alms is an odious reflection upon Islam. The book is calculated to inflame the animosity of the Hindus against the Muhammadans by needlessly dilating on the wrongs inflicted upon them by the latter. When space fails such matters are foisted into the notes, *e. g.*, Part I., page 24: "They say that Shihabuddin demolished at least one thousand temples in Benares." The faults of Muhammadan ruler are all exhibited; their good qualities are passed over in silence. Thus Muhammad Ghaznavi's munificent patronage of learning and art is not mentioned; nor Shihabuddin's affectionate loyalty to his brother Ghiyasuddin. There are many errors, *e. g.*, at page 21, Part I., all the inhabitants of Ghazni are said to have been massacred by Ala-ud-din Ghori, whereas, according to Ferishta, only the Sûdât were killed. At page 25 Kutb-ud-din in stated to have been educated by a merchant at Nishapur, whereas he studied with the children of his master Kazi Fakhr-ud-din-ibn Abd-Al-Aziz, and was subsequently bought by the merchant; at page 29 the Abyssinian and Begum

8.—*History*,—continued.

Language.	Title.	Contents.	Examiners.	Abstract of criticism.
Urdu ...	68. Aina-e-tarikh Numa.	History of India, Part I., Hindu and Muhammadan period; Part II., British period,	Moulvie Karim Buksh. Moulvie Nisar Ali Beg. Moulvie Nazir Ahmed.	are said to have been killed in a disturbance, whereas she was then taken prisoner, and subsequently slain in an attempt to recover the throne, the book being silent about her captivity to Altuniya, his marrying her and their struggle for the throne of Delhi. The claim of Mahmud's successors is broken.
	69. Tarikh-i-Alam.	Translation of Wilson's Outlines of Universal History.	Moulvie Karim Buksh. Moulvie Nazir Ahmed. Munshi Gunga Prasad.	First-rate translation: contents excellent; well suited for schools; requires maps, and names should be marginally printed in Nágari.
	70. Muntakhabert Tawarikh.	Description of the Princes of the house of Tamerlane and of their Nobles down to 1779 A. D.	Moulvie Karim Buksh. Moulvie Nazir Ahmed.	Language bad; no page free from blemishes; exhales an odour of translation; looks as if a quick handed mohurrir had taken down the deposition of a Persian historian. Arabic words wrongly used. The causes of the decadence of the dynasty not clearly developed, historical events wrongly stated; many errors in reducing dates from the Muhammadan to the English era.
	71. Tazkirath-i-mashahir.	Biographies of eminent personages of ancient history. Sesostris, Semiramis, Cyrus, Zoroaster; of Greece, Lycurgus, Solon, Agesilaus, Alexander the Great; of Roman History, Cornelius, Pyrrhus, Hannibal, Cæsar, Titus, Alaric, Attilla; of the middle ages and modern times in Europe, Clovis, St. Louis, Charles V., Cromwell, Napoleon; of the East, Naushirvan, Changez Khan, Taimur, Babar, Akbar, Alamgir; and of science and literature, Columbus, Captain Cook, Sir Humphry Davy, Bacon, Shakespeare, Newton.	Munshi Gunga Prasad. Moulvie Karim Buksh. Moulvie Nazir Ahmed.	The language and style good, but not unexceptionable. Maps inadequate; names should be marginally printed in Nágari; no chronological order. Contents instructive, but suitable only for advanced students; should be struck out of the course and retained as a book of reference much that is unfamiliar and uninteresting to Natives; unpronounceable Greek and European names. The Oriental part and the lives of the European scientific and literary celebrities might be studied. The rest should at all events be taught after these in the following order: Middle Ages, Greek, Roman and Ancient periods.
		History of the Kings of England.	Mushi Gunga Prasad. Moulvie Karim Buksh. Moulvie Nazir Ahmed.	Contents good; but the author's ideas about the Christian religion are very bigoted. Style unidiomatic and difficult; no page free from errors, *e. g.*, مذهب for پیرو مذهبین مُقدّس for تبرّک پیروان an unintelligible sentence at page 10.

8.—*History*,—concluded.

Language.	Title.	Contents.	Examiners.	Abstract of criticism.
Urdu ...	73. Itihas Timir Nashak.	History of India in 3 parts, of which Part III. is not made a class book (Hindi version of No. 68).	Mr. Gough ... Mr. Growse ...	Hindu period defectively treated; minor details superabundant; continuous narrative scanty; language mixed; a bewildering concatenation of unusual Sanskrit with unusual Persian words. Part I. too much condensed; liable to become a cram book; Part II. full and interesting; should be divided into chapters.
	74. Inglistan-ka Itihas.	Epitome of English History.	Mr. Growse ...	Protestantism is rendered by Sat-Dharm "the true faith" and Roman Catholicism by Pope Ka jhutha mat "the false religion of the Pope".
	75. Prasiddha charchawati.	Hindi version of No. 71.	Mr. Gough ...	Names badly transliterated; style inelegant, but easy and intelligible.
	76. Jagad Vrittant.	Disquisition on the science of history, and brief notices of Babylon, Assyria, Media, Persia, Egypt, Palestine, Greece and Rome.	Mr. Gough ...	Mere catalogue of striking accidents; style unpleasing.
	77. History of Hindustan, Part I.	English version of Nos. 68 and 73, Part I.	Mr. Gough ... Babu Mathura Prasad. Munshi Gunga Prasad.	Deficient in information upon Hindu period. Not interesting as an elementary history should be. Unpopular with Muhammadans from its unflattering mention of their co-religionists. Style easy and perspicuous. But why does V. usurp the place of W., *e. g.*, in G. Valiyar.
	78. Landsmarks of History.	Outlines of ancient history down to 732 A D.	Mr. Gough ... Babu Mathura Prasad.	Arrangement good; great favourite with students. Not always accurate. Being designed for English parochial schools, it contains unacceptable theological ideas; the last chapter on Muhammad is exceptionable in some parts.
Persian ... Arabic ... Sanskrit ...	*Nil.*			

Collier's History of the British Empire and Lethbridge's History of India, both in the Director's List, are not noticed, because they are University text books.

9.—*Mathematics.*

Language.	Title.	Contents.	Examiners.	Abstract of criticism.
Urdu ...	79. Silsilatul-ulum.	Translations of standard works on Arithmetic, Algebra, Geometry, Mensuration, Trigonometry, Theory of Equation and the Calculus.	Mr. Constable ...	Many misprinting, some inaccurate renderings, style requires simplification and improvements.

9.—*Mathematics*,—concluded.

Language.	Title.	Contents.	Examiners.	Abstract of criticism.
Hindi ...	80. Hindi version of the above.	Not supplied to the examiners.		
English ...	.....	No books on mathematics entered in the Director's list.		
Persian ...	*Nil.*			
Arabic ...				
Sanskrit ...				

10.—*Natural Philosophy.*

Urdu ...	81. Haka-i-kul Maujudat.	Easy lessons on the animal, vegetable and mineral kingdoms, and miscellaneous scientific subjects (Urdu version of No. 82).	Moulvie Nisar Ali Beg. Moulvie Nazir Ahmed. Moulvie Karim Buksh. Munshi Gunga Prasad.	Comprehensible, entertaining and instructive; should contain some description of railways, steam boats, telegraphs and agricultural chemistry; style mediocre.
Hindi ...	82. Vidyankur.	Adapted from Chamber's Rudiments of Knowledge and Introduction to the Sciences.	Babu Shiva Prasad. Mr. Gough. Mr. Growse.	*Unfavourable.*—Adheres slavishly to the style of the original; full of laborious explanations of matters that need no explanation. *Favourable.*—Familiar style, fitted to arouse an intelligent interest in surrounding phenomena.
English ...	*Nil.*			
Persian ...				
Sanskrit ...				
Arabic ...				

11.—*Logic.*

Urdu ...	83. Mubadi-ul-Hikmat.	Elementary Logic from English and Arabic sources.	Mr. Gough ... Moulvie Nazir Ahmed. Moulvie Karim Buksh.	Acceptable to educated Muhammadans; better than the elementary Arabic treatises, as it contains example for English authors.
Hindi ...	*Nil.*			
English ...				
Persian ...				
Sanskrit ...				
Arabic ...				

12.—*Political Economy.*

Urdu ...	84. Dastur-ul-maash.	Elements of Political Economy.	Mr. Gough ... Munshi Gunga Prasad. Moulvie Karim Buksh. Moulvie Nazir Ahmed.	Suitable for the more advanced student; style easy and perspicuous, but contains errors in idiom and construction.
Hindi ...	Jwika Paripati (not in Director's list).	Hindi version of No. 84 ...	Babu Shiva Prasad.	Much useful matter, but the language is that of a Purist; it contains many Sanskrit and some Persian words.
English ...	*Nil.*			
Persian ...				
Sanskrit ...				
Arabic ...				

13.—*Moral Philosophy.*

Language.	Title.	Contents.	Examiners.	Abstract of criticism.
Urdu ...	85. Akhtak-i-kashi.	Instruction in morals, manners, social proprieties, &c., from the Persian Akhlak-i-Jalali, &c.	Mr. Gough ... Munshi Gunga Prasad. Moulvie Nazir Ahmed. Moulvie Karim Buksh.	Style difficult; suitable for advanced students; arrangement bad. Nothing said upon the relations of husband and wife. The discussion upon female education not suitable for a class book. The treatment of moral disorders is inadequate. Muhammadans will not respect the work on this subject by a Hindu author. His name (Kashi Nath) should not have partially been incorporated into the title.
	86. Guldasta-e-akhtak.	Admonitions upon manners and habits, and advice to teachers.	Mr. Gough ... Munshi Gunga Prasad. Moulvie Nazir Ahmed. Moulvie Karim Buksh. Moulvie Nisar Ali Beg.	Good on the whole. Errors, however, in gender and construction. The defunct Government of the Company is twice mentioned as in existence. Some expressions unintelligible to beginners; needs revision. Persian verses, words and idioms should be expunged.
	87. Guldasta-e-Tahzib.	Arabic and didactic stories.	Mr. Gough ... Moulve Karim Buksh. Moulive Nazir Ahmed. Moulvie Nisar Ali Beg. Munshi Gunga Prasad.	*Favourable.*—Contents useful, style good, idiomatic and instructive. *Unfavourable.*—Not easy enough for the boys: Persian words and verses and obscure explanations, neither new nor interesting, many mistakes, *e. g.*, ثقيل وقيّة for واقفيّة for خداے كثيف
Hindi ...	88. Gyan Chatisi.	Short moral poems ...	Mr. Gough ... Mr. Growse ...	Style easy and good; too concise, unless meant to be learnt by heart.
	89. Niti Pradip.	Translation of the Tahzibu-l-Akhlak; treats of industry, self-support, choice of profession, fidelity, &c.	Mr. Gough ... Mr. Growse ...	Suitable for boys about to leave school.
	90. Saty Nirupun.	Value of truth ...	Mr. Gough ... Mr. Growse ...	Too didactic, but relieved by well selected stories, one from Herodotus, the penultimate vowel of whose name is made long.
English ... Persian ... Sanskrit . Arabic ...	*Nil.*			

14.—*Miscellaneous.*

Urdu ...	Intibah-ul-Mudoorisin. (Not in the Director's list.)	Advice to teachers ...	Moulvie Nisar Ali Beg. Moulvie Nazir Ahmed.	Excellent book; phraseology at time somewhat stiff.

14.—*Miscellaneous*,—concluded.

Language.	Title.	Contents.	Examiners.	Abstract of criticisms.
Urdu ...	Risala-e-go-e-Chaugen. (Not in the Director's list.)	Treatise on cricket ...	Moulvie Nisar Ali Beg. Moulvie Nazir Ahmed.	Incomprehensible and even unreadable, the English technical terms being all retained, *e. g.*, *ball*, translitered by بول *baul*, an offensive word [signifying *urine*. The examiner, however, appears to be mistaken بول being the equivalent of *bowl* not of *ball*].
Hindi ...	91. Mahajani Sar.	Native book-keeping ...	Mr. Gough ... Munshi Gunga Prasad.	Gives the forms used by Native bankers.
English ... Persian ... Sanskrit ... Arabic ...	*Nil.*			

15. I proceed to indicate the books that appear from the preceding criticisms to be defective in form or substance, marking with an * such as the examiners differ upon, and with a † such as seem only to need partial revision.

Serial number.	Books. Number in preceding catalogue.	Books. Title.	Remarks.
1	1	Tashrih-ul-Haruf.	
2	3	Kissa-e-Dharm Singh	See No. 19.
3	* 4	Kissa-e-Surajpur	See No. 20.
4	† 5	Chand Pond.	
5	† 6	Kawaid-i-Urdu.*	
6	7	Dastur-ul-Arkam.	
7	* 8	Insha-e-Urdu.	
8	9	Insha-e-Khirad Afroz.	
9	* 11	Arzang-i-Chin.	
10	* 12	Resala-e-Aruz.	
11	† 13	Akshar Dipika.	
12	14	Barn Mala.	
13	* 15	Bal Bodh.	
14	16	Siksha Manjari.	
15	* 17	Suta Sikhawali.	
16	18	Stori Siksha	Objected to as a controversial work on the disputed question of female education.
17	† 19	Vama Manranjan.	
18	† 20	Samay Probodh.	
19	† 22	Dharm Singh-ka-Vrittant	Hindi version of No. 2.
20	† 23	Surajpur-ki-kahani	Hindi version of No. 3.
21	* 24	Bhasha Bhaskar.	
22	† 25	Pattra Malika.	
23	† 29	Readings in English Poetry.	
24	†	Readings in English Prose, 5th and 6th Books	Not in the Director's list.
25	...	Third Book of Lessons	
26	32	Hiley's Grammar.	
27	† 34	Stapley's Graduated Translation Exercises.	
28	† 35	Muntakhabat-i-Farsi.	
29	† 36	Sarf-i-Saghir.	
30	* 39	Nisab-i-khusran.	
31	* 40	Farsi-e-Farsi.	
32	† 41	Hitopadesha.	
33	43	Nafhat-ul-Yaman.	
34	50	Miftah-ul-Adab.	
35	† 51	Muntakhabat-i-Urdu.	

Serial number.	Books.		Remarks.
	Number in preceding catalogue.	Title.	
36	† 55	Sullivan's Literary Class Book.	
37	...	McCulloch's Course of Reading	Not in the Director's list.
38	† 56	Chhota Jam-i-Jahan Numa.	
39	† 57	Jam-i-Jahan Numa.	
40	† 58	Jugrafiya-e-Hind.	
41	† 59	Jugrafiya-e-Alam.	
42	* 60	Jugrafiya-e-Jahan.	
43	† 61	Chhota Bhugol Hastamalak.	
44	† 62	Bhugol Hastamalak.	
45	† 63	Bhugol Chandrika.	
46	† 64	Bhugol Vidya.	
47	† 65	Jagad Bhugol.	
48	67	Outlines of Geography.	
49	†	Outlines of Modern Geography ...	Not in the Director's list.
50	† 68	Aina-e-Tarikh Numa.	
51	† 69	Tarikh-i-Alam.	
52	70	Muntakhaba-t-Tawarikh.	
53	71	Tazkirath-i-Mashahir.	
54	72	Tarik-i-Badshahan-i-Inglistan.	
55	† 73	Itihas Timir-na-shak	Hindi version of No. 50.
56	74	Inglistan-ka-Itihas.	
57	.75	Prasiddha ch	Hindi version of No. 53.
58	76.	Jagad Vrittant.	
59	† 77	History of Hindustan	English version of Nos. 50 and 55.
60	† 78	Landmarks of History.	
61	† 79	Silsilatu-e-Ulum.	
62	† 81	Hakaeku-l-Maujudat.	
63	* † 82	Vidyankur	Hindi version of No. 61.
64	† 84	Dasturu-l-Maush.	
65	...	Jwika Paripati	Hindi version of No. 63. Not in the Director's list.
66	85	Akhlak-e-Kashi.	
67	† 86	Guldasta-e-Akhlak.	
68	* 87	Guldasta-e-Tahzib.	
69	90	Saty Nirupun.	

16. Of the 90 books numbered in the preceding catalogue one, the Hindi version of the Silsilat-ul-Ulum, has not been seen by the examiners. The remaining 89 may be thus classified :

Recommended for suppression	18	
Revision	33	
Differed about ... ...' ...	13	
		—64
Not excepted to	25	
		—
Total ...	89	
		—

The following observations will explain why fault has been found with so large a number.

17. Objections to style and phrascology are frequent. The extent to which Urdu may borrow from Arabic and Persian varies with the tastes of individuals. Thus, the Insha-e-Urdu, condemned by Moulvies Karim Buksh and Nazir Ahmed for unidiomatic use of Persian constructions and uncommonly inelegant Urdu, is commended by Munshi Gunga Prasad as an excellent letter-writer for beginners; while the author of the Chand Pond, praised by Babu Shiva Prasad for its simple idiomatic elegant language, is advised by Moulvie Karim Buksh to eliminate difficult Arabic and Persian words in future editions. In Hindi similar diversity of opinion prevails. Some scholars, stigmatised as Purists by Babu Shiva Prasad, refuse to permit the smallest admixture of Persian or Arabic words; others allow it within limits as yet undefined. Accordingly Bal Bodh, declared by Mr. Gough to be written in a pure Hindi style, is criticised by Mr. Growse for its pedantic Sanskrit expressions.

18. Many of the Readers are translations. A translator should be master of both languages, and it may be doubted whether the authors of these works have always possessed this qualification. There is also an unfortunate tendency to adhere too closely to the letter in contempt of the spirit of the original, an instance of which is noticed by Mr. Growse in his remarks on the Barn Mala (see No. 14). Again, some Hindi Readers, though not translations, are composed by men who do not think habitually in Hindi. These causes, as pointed out by Mr. Growse, produce a stiff and artificial style.

19. Several books are antiquated and should be replaced or revised. Thus, Moulvies Nisar Ali Beg and Nazir Ahmed remark upon the Muntakhabat-i-Urdu and Muntakhabat-i-Farsi that such anthologies should be superseded every two or three years, to prevent the acquisition of mannerisms in style, and to excite interest by a change of subject. This appears, from the remarks of Babu Mathura Prasad, to have been done about three years ago for the English Readers; but the time seems now to have come for a fresh change. Again, most of the geographies have become partially obsolete by the lapse of time. (See the remarks on Nos. 56 to 59 and 61 and 62.)

20. The choice of selections has not always been happy. Babu Mathura Prasad on Sullivan's Literary Class Book, and Moulvie Nazir Ahmed on the Muntakhabat-i-Urdu complain of the absence of pieces by modern authors, while Moulvie Karim Buksh notices the paucity of poetry in the latter work, and suggests selections from the odes of Zauk, Sauda, the Shahnama and the poetic version of the Alf Laila. It is extremely doubtful whether Sandford and Merton possesses sufficient literary value to warrant its being included in those selections, under the form of a translation, as a specimen of Urdu literature.

21. Many books err in the matter of unfamiliarity or unsuitability of subject. The Hindi Vama Manranjan with its lives of Saint Felicita, Saint Perputua, the Empress Pulcheria, and Elizabeth of Hungary; the Urdu Tazkiratu-l-Mashaher and its Hindi version, the Prasiddha Charchavati with their accounts of Sesostris, Agesilaus Cornelius, Hannibal, Clovis, &c.; and the English Readers in Prose and Poetry with their descriptions of the rock of Gibraltar, the Pampas, and the Battle of the League, are instances of the former; and the Kissa-e-Dharm Singh and Dharm Singh-ka Vrittant with their accounts of a criminal prosecution, &c.; the Kissa-e-Surajpur and Surajpur-ki-Kahani with their narrative of chicanery and forgery; the Tashrihu-Hurúf, Dasturu-l-Arkam, Insha-e-Urdu, and Insha-e-Khirad-Afroz with their model of official documents; the Chand Pond with its chapters on religion and the Prophets, and Sullivan's Literary Class Book with its religious pieces, are examples of the latter.

Mr. Growse and Moulvie Karim Buksh consider also controversial discussion on female education, which forms the subject of the Stri Siksha, Stri Dharma Songraha, and partly of the Aklak-i-Kaski, unsuitable in class books. The subject is of recognized importance, and appears from the remarks of the examiners to have been well handled in Nos. 18 and 21; but in boys and girls the judgment is hardly mature enough to secure an intelligent conviction upon a social question of some complexity, while the compulsory study of the arguments in its favour at an early and impressionable age seems inconsistent with the neutrality of Government in social and religious matters.

22. There are books, moreover, that are objected to as infringing the rule of religious impartiality. I allude to the Aina-e-Tarikh Numa (No. 68) and by consequence its Hindi (No. 73) and English (No. 77) versions, the Tarik-i-Badshahan-i-Inglistan (No. 72), the Inglistan ka Itihas (No. 74), the Landmarks of History (No. 78), and the Outlines of Geography (No. 67).

23. As regards No. 72, Moulvie Nazir Ahmed gives no illustrations of the author's bigotry. Possibly this is the Urdu version of No. 74, in which, as Mr. Growse remarks, Protestantism is paraphrased by the *true faith* and Roman Catholicism by the *false religion of the Pope*—a petty display of sectarian partizanship apparently due to the translator, but justly characterised by Mr. Growse as an extremely reprehensible feature of the book.

24. It is remarked by Babu Mathura Prasad that the last chapter of No. 78 on Muhammad is exceptionable in some parts, while Mr. Gough notices that the book is interspersed with unacceptable theological ideas. The work is stated in the preface to be written "with an especial view to the better understanding of Scripture history and the growth of the Church", a design that of itself disqualifies it from being a text-book for history in Government schools. At page 16 Turkey is stated to be the only European country that has not adopted the true religion. According to Muhammadans it is the only one that has; and according to Hindus all the European countries together are strangers to true religion. At page 229 Muhammad is described as beginning to "weave a tissue of blasphemy"; the Koran is said to begin with—"There is no God but God and Muhammad is His Prophet"; its description of Paradise is declared to be accommodated to the notions of "the coarse minded Arab". Muhammad is said to have assumed the title of Khalifa or Viceregent of Allah upon earth (which would indeed have been a blasphemy), and finally to have died maintaining "his imposture" to the last. Which is the more discreditable in this astonishing tirade, its intolerance or its ignorance? On either ground the work is obviously unfit for a class book.

25. As regards Babu Shiva Prasad's History of India (Nos. 68, 73 and 77), some difference of opinion prevails. It is condemned by Moulvies Karim Buksh, Nisar Ali Beg and Nazir Ahmed as offensive to both Hindus and Muhammadans, for reasons detailed in the remarks on No. 68. Mr. Gough, in his remarks on Nos. 73 and 77, does not allude to this point. Babu Mathura Prasad in his notice of Nos. 77 deals only with Part I., and makes no mention of the portions of it objectionable to Muhammadans, though he appears to have misgivings that Part II., when it does come out, may contain matter of offence to the followers of both religions. Munshi Gunga Prasad, in noticing No. 77, Part I., observes that Muhammadans do not like it, as it does not make flattering mention of their co-religionists, and adds—"I know no defect in the book". This gentleman, however, is a Hindu, and if he has seen the passages objected to by the Hindus in Part II. is probably aware that they have been withdrawn. Mr. Growse holds that the author's treatment of the Muhammadan sovereigns was inevitable in the interests of historical truth. This is exactly the point in dispute. Historical accuracy can hardly require that the good features of Muhammad Ghazanavi's character should be passed over in silence, and its bad features, by no means peculiar to him among sovereigns and conquerors, prominently displayed. The author states at pages 121 and 122 that *all the Mussulmans*, conceiving hopes of the restoration of the Delhi Dynasty, aspired to obtain courtly titles and enjoy untaxed the revenues of imperial fiefs, whilst a *good many silly Hindus* who were disaffected to English rule came into their plans. But as it is certainly not true that no Muhammadans were loyal to the British Government, or that no men of ability were among the Hindu rebels, the Muhammadans mutually feel aggrieved that so partial a statement should be taught on the authority of a Hindu historian. Occasional additions and omissions of matter, and modifications of expression, would probably remove the objections to this history, which Mr. Growse considers to be a work of great merit.

26. The Outlines of Geography (No. 67) is objectionable for the statements recorded in the abstract of criticisms.

27. Mr. Growse complains of the barbarous and unsystematic style of transliteration employed in the Hindi geographies, Naples being given as Neplaj, Wales as Welj, and Portugal as Porchugal, Purttagal and Portugal. He condemns the geographies of India as inaccurate and unscientific, and recommends that they be superseded by a translation of Mr. Blockman's School Geography, of which work Munshi Gunga Prasad also mentions that he has heard favourably. Moulvie Nazir Ahmed thinks that brief notices of interesting events should be interwoven into the geographies, and that geographies of India should contain some account of the prerogatives enjoyed by Native rulers and their relations to the paramount power.

28. The Vernacular treatises on composition (Nos. 7, 8, 9 and 25) are confined to the epistolary style. A knowledge of the forms prescribed by Indian etiquette for letters is useful, but narrative and descriptive composition should not be neglected.

29. Moulvie Karim Buksh thinks that boys should study Arabic and Persian instead of Urdu Grammar, as English boys learn Latin and Greek in place of English Grammar; that the study of Arabic should precede that of Persian Grammar, and the Kawaid-i-Urdu be retaind merely for occasional reference. Thus all boys learning Urdu would be taught first the outlines of Arabic and then the outlines of Persian Grammar, while such as learnt Arabic and Persian would study specially the grammar of that language. This method would probably prevent the barbarous mutilations of Arabic and Persian vocables and constructions, so common among speakers and writers brought up upon Urdu only.

30. Moulvies Karim Buksh and Nazir Ahmed consider the study of Prosody useless for school boys, and the former gentleman proposes to replace the Risala-e-Aruz (No. 12) by Moulvie Imam Buksh's translation of the Hadaikl-l-Balaghat, a treatise on rhetoric. Babu Shiva Prasad also complains of the introduction of Prosody into the Bhasha Bhaskar (No. 24).

31. No dictionaries appear to be used in Urdu, Hindi, English, Sanskrit and Arabic; and the only analogous works in Persian are two elementary vocabularies (Nos. 39 and 40).

32. The modifications suggested by Mr. Constable in the Silsilatu-l-Ulum are on matters of form, not substance. It will be expedient to make these alterations before the work is rendered into Hindi. It is essential that the misprints and erroneous translations should be corrected; and it seems desirable to settle the notation before printing so elaborate a work. Mr. Constable has devoted a section of his exhaustive report to this subject. Both he and Munshi Gunga Prasad have reviewed a number of Urdu, Hindi and English mathematical works not mentioned in your Classified List. I have not thought it necessary to notice them further than by this reference, as by so doing I should unduly expand the limits of this report.

33. None of the examiners has made any suggestions upon the mode of supplying good class books. I will request them to do so in their reports upon Aided School books.

34. I forward the original reports of the Members of the Committee, except Mr. Growse's, which will reach you hereafter. Up to the present moment, Babu Kali Charan's report has not been received. I have requested him from time to time to favour me with his report, but apparently stress of official business has rendered him unable to do so.

APPENDIX XI.—(4—British Burma).

No. 67—67, dated Rangoon, the — January 1875.

From—Lieutenant-Colonel H. T. Duncan, Officiating Secretary to the Chief Commissioner of British Burma.

To—The Offg. Secretary to the Government of India, Home Department.

I am directed to acknowledge the receipt of your docket No. 150, dated the 29th March 1873, forwarding an extract from the Proceedings of the Government of India in the Home Department (Education) of the same date respecting the method upon which text-books are now compiled or chosen for public instruction in schools.

2. With reference to the last two paragraphs of that Resolution which requested that a Committee should be appointed to examine and report upon the class books which are now prescribed in all those schools which receive any formal support from the State, in order to discover defects and to adopt more carefully the course of authorized reading to the general educational policy, suggested that prizes might be offered for sound and suitable elementary school books if such are found to be wanting, and desired the submission of a report upon the conclusions adopted by the Committee, I am to state that in April 1873 a Committee was appointed by the Chief Commissioner as directed, and the result of their examination of the books in use is contained in the report of their proceedings at meetings held on the 2nd and 3rd of July 1873, a copy of which is attached.

3. It will be seen that the Committee were of opinion that the Burmese classical literature is comparatively free from impure and indecent expressions; that the English spelling books, prose readers, poetry, grammar and others in general use are not on the whole suitable; that the histories are not altogether what are required, and the Committee would wish to see a history of India with fuller particulars regarding Burma than those at present in use contain; that the arithmetics deal solely with English money, weights and measures which can be of but little service in this Province; that two out of the three Burmese text-books in use are not so good as some other classical Burmese works; and they made certain recommendations for the preparation of new books and the improvement of the existing ones.

4. The Chief Commissioner then addressed the Director of Public Instruction on the subject, whose reply No. 34—42, dated 16th October 1873, is attached, and from that it will be observed that a very complete series of school-books is in course of preparation including Anglo-Burmese primers, readers, and grammar, and arithmetic, geography, and history in English, selections from the Burmese classics, a geography in Burmese and a treatise in Burmese on the history of the country.

These works, when completed, will form an excellent series for both the English and Vernacular schools, and it has further been proposed to prepare popular treatises on scientific and other subjects, and to add to the educational literature generally by the aid of the officers of the Education Department, and by purchasing works, as opportunities occur, from persons outside of the department who may be competent to compile them.

5. A Special Committee has also been appointed to superintend the publication of books selected from the Burmese native literature, and the accompanying copy of a letter No. 48—9, dated the 30th April last, from the Director of Public Instruction, with its enclosure, shows that considerable progress has been made with the printing of classical Burmese works which have hitherto existed on palm leaves only, and of other works which it is considered will be of interest to the Burmese.

Report of the Proceedings of the School Book Committee at the Meetings held on the 2nd and 3rd July 1873.

Present at the 1st Meeting:

Colonel Ardagh, President.

Bishop Bigandet.

Dr. Binney.

Mr. Bennett.

Mr. W. S. Sandys.

Mr. Nesfield, Secretary.

PRESENT AT THE 2ND MEETING:

Colonel ARDAGH, President.
Bishop BIGANDET.
Mr. BENNETT.
Mr. W. S. SANDYS.
Mr. NESFIELD, Secretary.

Read—Resolution No. 143—150 by His Excellency the Governor General in Council, being an extract from the Proceedings of the Government of India in the Home Department (Education), under date Fort William, the 29th March 1873, directing that an enquiry shall be made into the nature of the class of books compiled or chosen for public instruction in Government or aided schools.

Read—Confidential communication addressed to the Chief Commissioner, British Burma, dated Fort William, the 24th March 1873, requesting that the Committee to be appointed may be cautioned against allowing Vernacular books of an indecent nature being used and taught in Government schools.

Read also—Office memorandum No. 215, Home Department, Education, dated Simla, the 21st May 1873, signed by Trevor Plowden, Esq., Officiating Under Secretary to the Government of India, to the Chief Commissioner of British Burma, explaining that the enquiry ordered in the Resolution No. 143—150 is intended to apply to Vernacular as well to English school-books.

1. In reference to the confidential communication to the Chief Commissioner, British Burma, dated 24th March, the Committee were unanimously agreed that the Burmese classical literature was comparatively free from all impure or indecent expressions, and in this respect stands in remarkable contrast to most of the literature of India. It was resolved that as a Special Committee had been appointed to superintend the publication of books selected from the Burmese native literature, the duty of preventing the publication of indecent books would devolve on that Committee, should any such danger exist.

2. In reference to the Office memorandum No. 215, dated 21st May 1870, the Committee observed that there were no Burmese Vernacular schools at present existing, other than the indigenous schools; and in regard to the aided Karen Vernacular schools, the Committee did not feel themselves in a position to pass an opinion upon the merits of the books which have been compiled by the Baptist Missionaries in either of the Karen languages, since the Committee, as a body, were not acquainted with either of the said languages. The enquiries of the Committee would, therefore, be confined to the Burmese text-books used in Anglo-Vernacular schools.

3. In reference to the second class books mentioned in the 2nd para. of the Resolution No. 143—150, the Committee observed that the schools in Burma have not hitherto attempted to study books selected out of general literature, beyond merely the selections chosen from year to year, for the Entrance Examination to Calcutta University which will be noticed hereafter.

4. The Committee cordially and unanimously endorsed the principle laid down in the 3rd para. of the Resolution that the contents of the books studied in schools should be as much as possible within easy range of the pupil's comprehension and ordinary experience.

5. In respect to Government schools the Secretary to the Committee, who is at the present time in charge of the Department of Public Instruction, informed the other members that there was some probability that the whole curriculum of middle and higher schools would be remodelled in consequence of the proposed adoption of local standards in substitution of those of the Calcutta University, but was glad of the opportunity that was now afforded him of discussing with the other members of the Committee the suitability or otherwise of the books prescribed and used up to the present time in Government schools. The Committee decided that it was not incumbent upon them to do more than examine the merits of the books in actual present use, and that the question of fixing the curriculum for future years was one which should be left to the Education Department.

Government Schools.

6. *English Spelling Book.*—The book used in the Government schools is Mavor's Spelling Book. This is the first English book put into the hands of a Burmese child, and the Committee did not consider it sufficiently elementary and easy for the purpose for which it is intended. They observed, too, that a large quantity of religious matter, such as the Church Catechism, Prayers for morning and evening, &c.,

was appended to the spelling book; and as none of this matter could be taught in Government schools, especially as these schools were almost entirely composed of Burmese children, the Committee, considered that the introduction of all such matter must add materially to the price of the book without adding anything to its usefulness, and that consequently a better book might be selected for the use of Government schools. It was remarked by the Secretary that he had found that the religious character of the spelling book prescribed by Government had excited some comment in the Town of Prome. On the motion of the Secretary, the Committee were unanimously agreed that an Anglo-Burmese spelling book in parts, containing the English and Burmese names in parallel columns, and compiled with special reference to such terms as are likely to be understood by natives of Burma, would be much more useful than the spelling book now in use, which was never intended for the schools of this Province, or in fact for any schools outside of Britain itself.

7. *English Prose Readers.*—The readers used are those prepared by the Calcutta School Book Society, with the exception of Reader No. 3, which consists of an easy version of Æsop's Fables. The Committee considered that the whole of the series now in use was unsuitable to Burma, as the books were full of allusions to scenes, objects and sentiments taken from English life, and dealt with subjects, many of which were beyond the ordinary experience and consequently beyond the comprehension of the natives of Burma. The Committee were unanimously agreed that English readers should be prepared in the Province under the supervision of educational officers or other competent persons who might be appointed for that purpose.

8. *English Poetry.*—The English poetry at present studied consists of those selections from English poets which are to be found in the readers above-noticed. The Committee considered not only that these selections were in most cases open to the objections already mentioned, but that the study of any kind of English poetry was objectionable, until the Burmese students have first become better masters of English prose than any such students have yet shown themselves to be.

9. *English Grammar.*—The grammars used are Young Child's Grammar and Hiley's Grammar. The Committee considered that young children could learn the rudiments of grammar better from the living teacher than from books, and that books for beginners should be of a very simple and elementary character, containing nothing more than an explanation of the different parts of speech as exemplified in the structure of sentences, and the declension of nouns and verbs. On examining Hiley's Grammar, the Committee considered that it was too elaborate and too full of details, and that the time of a student could be better spent in the practical acquisition of grammar by means of translation or otherwise than in mastering the details of books, which, after all, the students might not be able to apply either in speaking or composing English. The Committee considered that a shorter and simpler book than Hiley's Grammar should be selected.

10. *English Entrance Course.*—Two of the Government schools are nominally preparing for the Entrance Examination to the Calcutta University. The Committee did not feel it incumbent on them to enquire into the suitability or otherwise of the selections from English literature, prose and poetry, which constitute the English Entrance Course of the present year, because in the first place the gentlemen appointed to make the selections for future years would take care to make them in accordance with the principle laid down in the Resolution of the Government of India, and in the second place because it seemed probable that local standards would be adopted in this Province in substitution of those of the Calcutta University.

11. *History.*—The books on history prescribed up to the present time for Government schools of the higher and middle classes are (i) Outlines of Greece by Keightly; (ii.) Outlines of Rome by Keightly; (iii) Morris' History of India; (iv) History of Burma; (v) History of England. In regard to the books marked (i) and (ii) the Committee observed that it did not fall within their province, but rested with the Education Department to decide whether or not such subjects as the History of Rome or the History of Greece should be taught, as they now are, to young Burmese children very imperfectly acquainted with English and wholly untrained in historical studies. Judging, however, by the principle laid down by the Government of India, it seemed to the Committee that the study of the ancient history of European countries, connected as it must be with a range of subjects and ideas entirely foreign to the Burmese mind, might well be deferred to the most advanced stage of a pupil's education. Those members of the Committee who were acquainted with the two books in question, namely, Mr. W. S. Sandys

and Mr. Nesfield, considered that Keightly's Outlines of Greece and Rome were now out of date even in England, and that if ancient history was to be studied at all, which they did not think advisable in the present state of education in Burma, better books might be substituted.

Morris' India was approved on the whole by some members of the Committee, especially by Bishop Bigandet; but the Committee would be glad to see some history of India written from a Burmese point of view, laying greater stress upon those portions of Indian history which have had most effect upon Burmese history.

History of Burma.—No text-book has yet been prepared. On the motion of the President, seconded by the Secretary, the Committee were strongly of opinion that some good text-book, written in English, was urgently needed, and that the history of Burma should form the basis of the historical studies to be pursued in Burmese schools, and should take precedence of the histories of other countries.

History of England.—No text-book is mentioned in the curriculum prescribed by the Education Department in 1870-71. But the book used is Collier's British Empire. On examining this book, the Committee considered that since this subject is prescribed in the present curriculum for students at the close of their middle course, that is for students of about fifteen years of age, something shorter and more interesting would be better.

12. *Geography.*—The books at present in use are—"The First Geography", published by the Calcutta School Book Society, and Anderson's Geography. The Committee after examining the former book found it to be little more than a catalogue of proper names arranged in a certain order, and considered it a book devoid of all interest to beginners, and therefore not suitable. On examining Anderson's Geography, the Committee found that the geography of Burma was despatched in two paragraphs and occupied less than one entire page, while for European countries and especially England the details were very full and exhaustive. The Committee considered that these characteristics were most appropriate in a book intended, as this was, for the use of English students studying in English schools, but that this very fact rendered the book not suitable for any but the most advanced students in Burmese schools.

The Committee were unanimously agreed that a book on the geography of the Eastern Peninsula with special reference to Burma would be very useful for schools of the middle class.

13. *Arithmetic.*—The books generally used in Government schools are those by Colenzo or Barnard Smith. These books deal solely with English money and English weights and measures, which can be of no use in Burma. The Committee were agreed that Stilson's Arithmetic, written by a Missionary in Burma for the special benefit of the natives of the Province, could be advantageously substituted for the books now used.

14. *Burmese Text-books.*—The books at present prescribed for Government schools are (i) Swift's Natural Philosophy, (ii) Thoodamasari, and (iii.) Dhammâpadâ.

As Swift's Natural Philosophy was written by a European, and not with a view to teaching the Burmese language, but only for the purpose of teaching knowledge through the medium of that language, the Committee considered the book to be ill-chosen and quite unadapted to the purpose. They recommended the substitution of such a book as Hitopadetha, which is a genuine classic of the country, and written in the purest idiomatic style.

The next book, termed Thoodamasari, is not much admired either by the Burmese themselves or by good Burmese scholars of other than Burmese extraction. The language of the book is a great deal out of date. The Committee recommended the substitution of some such book as Nemi Zât.

The Committee expressed no objection to the Dhammâpadâ.

15. The Committee observed that the majority of the books used in schools of the Society for the Propagation of Gospel Mission were the same as those used in Government schools, and that the schools of that Mission were attended mostly by pupils of the same race, namely, the Burmese. The same remarks, therefore, applied with the exception of the few points of difference noticed below.

Aided Schools, Society for the Propagation of Gospel Mission.

16. *English Grammar.*—The book used is Douglas' English Grammar. The Committee on examining this book considered it unsuitable for any students but those who have acquired considerable mastery of English, and passed the same comments as those noted in para. 9 in reference to Hiley's Grammar.'

17. *Geography.*—One of these is Anderson's Geography for junior classes. The Committee preferred this book to Anderson's larger Geography noticed above in para. 12, as it gave a wider view of physical geography and fewer details as to the geography of European countries; but the Committee repeated the opinion already expressed that local geography should take precedence of any other.

18. *English Spelling Book.*—The book used is Routledge's Spelling Book. The Committee preferred it to the book used in Government schools, on the ground of its being more elementary and containing no unnecessary appendix on religious matters; but repeated the opinion that our Anglo-Burmese spelling book would be better than any book written only for English children, as this book evidently was.

19. *Arithmetic.*—The book used is "Practical Arithmetic" in Chambers' Educational Course. The Committee considered that the claim of being practical, asserted in the title of the book, was fully deserved, so long as the use of the book was confined to those places in which English money and English tables of weights and measures were alone used by the people: but that as the book was not meant for any country but England, and consequently omitted everything that was peculiar to the wants and usages of this Province, it did not contain the kind of commercial arithmetic that should be taught to the natives of Burma.

Aided Schools, Catholic Mission.

20. *English Readers.*—The series of readers used in the Catholic aided schools was compiled by the Christian Brothers. Taking into consideration the missionary character of these schools, and the fact that they are mostly attended by children of European or Eurasian extraction, the Committee considered that the books used in the above schools were well suited to the purpose for which they were intended. Children of European or Eurasian parentage are glad to acquire all the knowledge they can of English social life and of Western history; and the same remarks do not apply to schools of this class as to schools attended by the children of Burmese extraction.

21. *Spelling Books or School Expositors*, two parts, compiled by the Christian Brothers.—After examining these two books, the Committee considered that they might be introduced with advantage into other schools, as they defined and explained the meanings of words and distinguished words of different spelling, but the same pronunciation.

22. *History.*—The two books used are Morris' India, which has already been noticed, and Outlines of Universal History by Pere Grace. The Committee considered that the latter book was a good one of its kind, but suggested that even for schools attended by Europeans and Eurasians some prominence should be given to the history of Burma.

No. 34—42, dated the 16th October 1873.

From—The Officiating Director of Public Instruction, British Burma.

To—The Offg. Secretary to the Chief Commissioner of British Burma.

I HAVE the honour to acknowledge receipt of your letter No. 1444—228, dated 1st instant, in which you request me to explain, for the information of the Chief Commissioner, the manner in which I propose to give effect to the recommendations of the Committee assembled to enquire into the fitness or otherwise of the school books in use in British Burma, which recommendations you gather to be that the curriculum of study for future years should be left to the Education Department, and that the prose readers should be prepared by the educational officers.

2. In reply I have the honour to say that I do not propose to rely entirely upon educational officers, but upon any men either within or without the Department, either within or without the Province, whom I can find competent for the work; and that the course of school books to be prepared under the supervision of this Department would include many other kinds of books besides prose readers.

3. Assuming that the curriculum for Anglo-Vernacular Middle Schools proposed in the printed letter No. 83—38, dated 29th January 1878, and already approved by the Chief Commissioner, would be adopted (subject, perhaps, to slight modifications from time to time), I have long since been taking steps for preparing a series of school books adapted to that curriculum.

4. A prospectus of the proposed series is given in my Administration Report, Part I., Section XI., as follows:

(*a*)—A course of Anglo-Burmese primer and translation books.

(*b*)—An Anglo-Burmese grammar.

(*c*)—A series of English prose readers.

(*d*)—A series of Burmese prose readers.

(*e*)—An arithmetic in English.

(*f*)—A book on mensuration in English.

(*g*)—A treatise in English on general geography.

(*h*)—A treatise in English on the geography of the Eastern Peninsula.

(*i*)—A treatise in English on the history of Burma.

(*j*)—An atlas adapted to the above books.

5. By Anglo-Burmese primers I mean books teaching the elements of the English and Burmese languages side by side. For this purpose I have already secured a promise of the copyright of the Primer by Mr. Fell, and I am now in treaty with Mr. Stapley, of Allahabad, for the purchase of an admirable series of graduated translation exercise books, which in their present form are English and Urdu, but could be easily converted into English and Burmese. A good Anglo-Burmese spelling book, on the plan indicated in para. 7 of the report of the proceedings of the Committee, is still a desideratum. The copyright of Mr. Mackertich's Æsop's Fables will, I hope, soon be purchased. There are other Anglo-Burmese books about which I am enquiring, namely, Mr. Fell's Exercise Book, Mr. Bennett's Dialogues, and Mr. Mainwaring's Entertaining Preceptor.

6. An Anglo-Burmese grammar has not yet been attempted. The object of this book would be to explain and bring home to the student the great principles of English grammar by illustrating each principle by its corresponding principle in Burmese grammar. Had I the leisure and the necessary acquirements in the Burmese language, I should take much interest in preparing such a book myself. The grammars at present used are not simple enough, and no illustrations are given from the Burmese Grammar.

7. Mr. Simeon, the Head Master of the Shwégyeen School, before he left the Province on sick leave (last July), said that during his leisure he would endeavour to prepare a series of English readers suitable for the schools of Burma. Mr. Croley has also collected materials for a prose reader, which he intends to submit for my approval. A good translation in English of a little book written in Burmese by Mrs. Bennett, termed "*The house I live in*", would probably make a good English reader.

8. For Burmese readers I should be content with selections from the Burmese classics, which are now being edited and printed by Government in preference to readers prepared by Europeans.

9. For an arithmetic, perhaps Stilson's English copy would do, if the Baptist Mission would sell the copyright. The book has this advantage,—it has been translated into Burmese, and the student could always refer to the Burmese copy for an explanation of the same of the English copy.

10. No book on mensuration has yet been selected. I hope to be able to choose a suitable book from those ordered from England, and, if necessary, to have the book chosen translated into Burmese.

11. A treatise on general geography has been written for Government in Burmese by Reverend J. R. Hwasell, of Moulmein, making Hough's Geography the basis. I propose to have this book translated into idiomatic English, and, when this is done, Mr. Gilbert of the Town School, Moulmein, has consented to add foot-notes on points where further illustration or comment would enhance the value of the book.

12. A treatise in English in the geography of the Eastern Peninsula is now newly finished by Mr. Croley of the Diocesan School, Rangoon. I have written to Sir Arthur Phayre to ask him if he will kindly consent to revise the manuscript,

adding notes where necessary, and correcting mistakes should any occur. If the book is considered suitable, as I have reason to expect it will be, I propose to have it translated into Burmese for the use of vernacular schools and for the general reader.

13. A treatise in Burmese on the history of Burma has been written by Mr. Sandys of the Government Training School, Rangoon. I intend taking the first opportunity of having it translated into English. I have asked Sir Arthur Phayre if he will do for this manuscript the same as I have asked him to do for that written by Mr. Croley.

14. The above series, if it can be carried out in good style, will be far more suitable for the Middle Anglo-Vernacular schools of this Province than the school books of the Calcutta School Book Society. These last, especially the readers, contain many things which, besides being unintelligible to the Burmese, are not generally useful or instructive. Moreover, throughout the whole course, the Vernacular is entirely ignored. The series which I am endeavouring to substitute will not contain any matter which the Burmese students cannot understand, and is based upon the views which I have never ceased to advocate since I came to Burma, namely, that the only rational way of teaching English up to the middle standards is to teach it side by side with the Vernacular, under teachers competent to deal with both languages.

15. In conclusion I take the present opportunity of expressing a hope that, when the work of this Office is divided between myself and Mr. Hordern, a special provision may be made that the Book Department shall be handed over to me, and that I shall not be deprived of the opportunity of completing the series which I have commenced, and the plan of which is entirely of my own designing.

PROGS. No. 268—1.

No. 248—9, dated Rangoon, the 30th April 1874.

From—The Director of Public Instruction, British Burma.

To—The Officiating Secretary to the Chief Commissioner of British Burma.

I HAVE the honour to forward, for the information of the Chief Commissioner, a copy of the Minutes of a meeting of the Vernacular Literature Committee held on the 28th instant.

2. The several resolutions passed at the meeting are now being carried out, and there is every prospect of the publication during the current year of five of the ten Zats originally selected for publication, viz:

Weni,	Mahauthata,
Waythandia,	Zenekka,

Kan Dan Men Gyoung,

in addition to the Pali texts and Glossary (which will be especially useful to the Educational Department) and probably a Pali Grammar.

3. In forwarding these Minutes I have to report that Mr. Sandys, having completed the supervision of the two Zats now sent to the press, has resigned his honorary duty of supervising the work of the copyists, and that it will be necessary to appoint a successor to him as soon as any more manuscripts have to be copied. There will probably be no necessity for copying afresh the two Zats now selected, of one of which manuscripts on paper are already in existence, and printed copies of the other are to be had, though the work is now out of print.

It will, however, be desirable to continue the preparation of the remaining Zats which have not yet been published, and I shall endeavour to obtain the services of a qualified person to supervise the work. It may be found necessary to offer some remuneration for this duty, which has been performed by Mr. Sandys without payment; but the budget allotment for Vernacular publication will be able to bear the charge if necessary.

Minutes of a Meeting of the Vernacular Literature Committee held at the Secretariat, Rangoon, on the 28th April 1874.

PRESENT:

The Right Revd. Bishop BIGANDET.

Colonel HORACE BROWNE.

Colonel DUNCAN.

Mr. W. S. SANDYS.

Mr. HORDERN.

PROCEEDINGS.

1. *Read*—Proceedings of the previous meetings.

2. The Director of Public Instruction laid before the Committee the following books for approval and orders.

(i.) *Waythandia Zat.*

(ii.) *Makauthata.*

(iii) Six *Pali Texts*, viz.—
Mengala Thouk.
Apyin Oung Gin.
Atwin Oung Gin.
Namaka-ya.
Yay-thana Shwe-jûn.
Laukanidi.
} Manuscripts ready for the press, copied under Mr. Sandys' supervision.

(iv.) *Glossary* on the above texts prepared by Mr. Sandys to be bound with the texts; manuscripts ready for the press.

(v.) *A Pali Grammar* entitled "Thada-binha" or "The Essence of Grammar", an old Burmese work sent to Mr. Sandys by the late Dr. Mason to be edited; manuscripts ready for the press.

(vi.) *Laukanidi* printed by request of the Officiating Director of Public Instruction at the Catholic Mission Press, Bassein.

3. The following resolutions were passed upon each book:

(i.) *The Waythandia Zat* to be printed at once at the *Herald Press*, provided the charges are reasonable, size small 8vo. Bishop Bigandet was good enough to undertake to revise the final proofs.

(ii.) *Mahauthata Zat.*—The same as the preceding, the printing to be offered to the *Bassein Mission Press.*

(iii.) Six *Pali Texts.*—The same as the preceding, the Director of Public Instruction to arrange for the printing.

(iv.) *Glossary.*—Resolved that this shall be circulated to the members of the Committee for careful examination, and an expression of opinion as to the desirability of its publication.

(v.) *Pali Grammar.*—The same as the preceding.

(vi.) *Laukanidi.*—The *Bassein Mission Press* has supplied 300 copies, and it is resolved to purchase the remainder of the edition of 1,000 which has been printed.

4. The only further point for the consideration of the Committee was the selection of the Zats to be next prepared for the press—

Zenekka,

Kan dan men Gyoung,

the Director of Public Instruction making arrangements for their publication, either by the *Herald Press* or the *Mission Press* at Bassein.

APPENDIX XI.—(5—Central Provinces.)

No. 4095—174, dated Nagpur, the 11th December 1874.

From—J. W. Neill, Esq., Offg. Secretary to the Chief Commissioner of the Central Provinces.

To—The Secretary to the Government of India, Home Department.

With reference to your Office Resolution No. 143, dated 29th March 1873, desiring an examination and report on class books in use in schools receiving aid from the State, I am desired by the Chief Commissioner to inform you that, considering the languages in use in different parts of these Provinces, three Sub-Committees were ordered to sit at Nagpur, Jubbulpore and Sambalpur, respectively, composed in each case of an officer from the Commission, an educational officer, and a Native member of education. The reports of these Committees were to be submitted to a Central Committee sitting at Nagpur, composed as noted in the margin, which was to report on the whole subject to the Chief Commissioner. The report of the Central Committee, it will be seen from a copy of the President's letter which accompanies this, has come up in the shape of separate memorandum from the different members composing it, and of these I am to forward, in addition to the President's letter above-mentioned, the memorandum by Mr. Browning, the Inspector General of Education, and that by Mr. Lindsay Neill, the Assistant Secretary to the Chief Commissioner. Mr. Browning's memorandum, it will be seen, contains an epitome of the separate Sub-Committees' views, and moreover summarizes the suggestions which he himself had to offer on the questions under enquiry. The subject has been reviewed in a letter from this Office addressed to the Inspector General of Education, a copy of which also accompanies.

The Commissioner of Nagpur ... *President.*

The Inspector General of Education
The Deputy Commissioner of Nagpur
The Reverend G. Cooper ...
The Assistant Secretary to the Chief Commissioner.
A Native member ...
} *Members.*

2. In thus submitting these papers I am to express regret at the delay which has occurred in their completion.

No. 4046—174, dated Nagpur, the 8th December 1874.

From—J. W. Neill, Esq., Offg. Secretary to the Chief Commissioner of the Central Provinces.

To—The Inspector General of Education, Central Provinces.

The Chief Commissioner has received from the Commissioner of the Nagpur Division, as President of the Central Committee appointed to examine and report upon the class books used in schools receiving support from the State, the reports of the Sub-Committees, and also memoranda containing the independent views of the members of the Central Committee. These papers evince a very full examination of the questions raised in Government Resolution No. 143 of the 29th March 1873 so far as they affect the Central Provinces and merit careful consideration; but as your own memorandum contains an abstract of the general opinions formed and concludes with detailed proposals on the various points for determination, it will be convenient for the Chief Commissioner to communicate his observations and orders to you as head of the Educational Department, and in doing so to make special reference to your memorandum.

2. The principle to be kept in view in deciding on the fitness of the class books in use is that the contents shall be "within easy range of the pupils' comprehension" and that they give an "elementary knowledge of the language in which they are written, coupled with useful instruction on common things". The scope of the Government Resolution enunciating this principle is therefore clearly limited to the case of reading books and books of miscellaneous information, and does not directly bear on grammars or text books in arithmetic, geometry, geography or history, all of which have been examined and criticised by the Committees. On the whole, perhaps, it is as well that the opportunity of examining these text-books also was not allowed to pass as it will admit of my stating the Chief Commissioner's views in respect of them after disposing of the main subject of the present enquiry.

3. As to reading books, then, the Marathi series embraces five if not six books, the one leading up to the other. From the very detailed critical examination made by a competent Marathi scholar, Mr. Yeshwant Rao Udas, it seems to the Chief Commissioner that this series is admirable. The Sub-Committee and yourself admit as much, and you add that the Marathi books are superior to anything of the kind in India. This opinion is, however, qualified to the extent that the books are not sufficiently local in tone, that they require local colouring. It is accordingly proposed to insert elementary dissertations or lessons on weaving or agricultural operations, and such like subjects, so as to interest the large agricultural and weaving and artisan classes of the Province. The necessity of any such alteration, and of having an entirely new and separate edition of these readers for the Central Provinces, does not, however, appear to the Chief Commissioner to have been proved, as, judging from the list of lessons in the series given by Mr. Udas, the subjects treated of are as varied and comprehensive as could be wished. Mr. Morris does not think that boys in our schools would like to read, or profit by reading, dry lessons on the technical details of the crafts or occupations followed by their fathers or brothers, but rather that they would, if they are like other children, infinitely prefer the stories and fables which in these books are so numerous; and though there be in them here and there interspersed a few descriptions of foreign trees and animals, or the products of foreign lands, these are in themselves not numerous, and are properly introduced to show children where certain products not grown here come from, and how they are obtained. To exclude all such lessons, and never touch on anything but the near and the familiar, would be to narrow the mind, and it may be maintained that reading of some strange and unfamiliar things is far from undesirable, the only thing to be guarded against being that unfamiliar things shall not be used as illustrations, and introduced as if they were quite familiar without explanation of any kind. In short there would be ground for apprehending that any attempt to alter in the manner proposed this Marathi series, which is that adopted by the Bombay Educational Department, would result in the mutilation rather than in the improvement of the books.

4. The Chief Commissioner is not, however, opposed to the additions to the work of some readings specially concerning the Central Provinces, provided these are made interesting to the young, but these additional readings must be prepared for each book of the series separately, and take the form of an appendix which can then be easily bound up with the original work. It is essential, moreover, that the additional lessons should, in style and accuracy of idiom, equal the other parts of the series which are said to have been compiled by some of the most accomplished Marathi scholars in the Bombay Presidency. There may be some difficulty in attaining this, but the difficulty will have to be surmounted. The advantages of the plan suggested above are obvious, as the printing of the appendices and their binding in the series at Bombay would be but a small addition to the cost of the annual indent for the series as it stands.

A reprint of the series being thus obviated, your proposal to establish a Vernacular press at Nagpur does not need to be now considered. On general grounds it is likely that such a measure would eventuate in an expensive failure; and so long as we use in our schools class books used and printed in other Provinces, it will be preferable to obtain our supplies from them, rather than incur the heavy expenditure which printing at Nagpur separately, by a special agency, the small number of books we require, would certainly entail on us.

5. The Hindi reading books at present in use do not in any way bear comparison with the Marathi series. An entire revision of the former is imperative, and it is indeed strange that the class books at present in use should have been put up with so long. There is no attempt at a graduated course of lessons—the same book is used for beginners and advanced scholars. It is almost impossible then to dissent from your proposal that a counterpart of the Marathi series be prepared in Hindi, but while you would employ men locally in the undertaking, the Chief Commissioner is inclined to seek the aid of the North-Western Provinces Educational Department, and would ascertain, before anything is done, whether the Government of the North-Western Provinces may not be about to prepare a series for themselves which would suit these Provinces as well. The same advantages that attend our getting Marathi books from Bombay would attend our getting Hindi books from Allahabad, and the Chief Commissioner accordingly thinks that only in the event of the North-Western Provinces Educational Department doing nothing in the way of providing good Hindi class books, should we attempt to compile a series for ourselves. There is much advantage to Mr. Morris' mind in all the Provinces of India that speak the same Vernacular having the same school books and teaching

much in the same way. There is generally a close connection between such Provinces, much personal intercourse and community of interest, and we have already begun to send boys from our schools in the Northern Division of the Province to complete their education in the colleges of the North-Western Provinces. Why then should we not try to have an uniform educational system? I am accordingly to ask you to institute the necessary enquiries and report the result. In your remarks on Hindi books you refer to a Hindi anthology as still a desideratum, but the Chief Commissioner would suggest the Bombay plan of interspersing prose reading with poetry as more suitable, but the matter is not very important. You also refer to a Letter Writer, but the Chief Commissioner hardly feels certain of the advantages of such a text-book.

6. The Uriya reading series is not only bad but dear, and if some arrangement cannot be come to with the Bengal Educational Department for a graduated series of books for Orissa and Sambalpur, steps must be taken to write a series, but foreign co-operation must be sought, as there is no indigenous talent in Sambalpur.

7. The Urdu reading books are much the same as the Hindi, and the course recommended for Hindi must be adopted for obtaining a satisfactory series in Urdu and in this the North-Western Provinces Government will be able to assist.

8. The English text-books appear to be quite unsuited to the purpose, but they are being revised in the Bombay Presidency, and the Chief Commissioner thinks, if we can accept the series they eventually adopt, or if we can adopt the Madras, Bengal or North-Western Provinces series, it will be preferable to having a special one of our own, and it will be much cheaper to do so. The books in use in Mission schools are in no way open to objection, and the Chief Commissioner thinks it would be unwise for Government to interfere with the books used in these schools.

9. The next subject to be considered is the grammars in use. Here the Chief Commissioner must leave you to choose from time to time the best grammars that appear; but Mr. Morris cannot attach so much importance to these books, as the systematic study of grammar is not one, in his opinion, to be commenced too soon. In order to read, write and speak correctly it is not absolutely necessary to know why this is right and the other wrong, and much time is wasted on grammar and in the mechanical learning by heart of rules of grammar.

The Chief Commissioner does not quite follow you in your remarks about the terms of grammar to Hindi and Marathi, and the subject altogether is perhaps of little importance, for so long as the boys themselves understand what they are taught, it cannot matter that different terms are used in Marathi and Hindi.

10. Geography.—The Marathi books in use on this subject are, as you observe, meagre and unsatisfactory. The Bombay Educational Department will probably ere long supply this want, and meanwhile it will be admitted that in our primary schools, if not in all, the teaching of geography depends more on the master than on the text-book, that is, it is of little value to know the names of places, of mountains and rivers. A little physical geopraphy would do more good than all the political geography that is taught in our schools, while it would also be much more interesting. But the matter of good school books on this subject, which is one outside the scope of the Government Resolution, may lie over, and it will be for you to suggest the introduction of good works as soon as any appear. There seems to be some prospect of works being supplied superior to those at present in use.

11. History.—The Marathi and Hindi books on this subject are also meagre; but as you have a History of India under preparation in Marathi, from which a Hindi counterpart will probably be undertaken in the North-Western Provinces, no orders seem to be immediately called for on this subject.

12. Mathematics.—In the provision of good books on this subject we must, as you observe, co-operate with other Educational Departments. It is very desirable, the Chief Commissioner observes, that the mathematical training should be uniform in all Provinces.

13. To summarize what has been said above, and to follow the proposals, eight in number, with which your memorandum concludes, it will be observed as regards the first three, viz.—

1st, that the school books of the Bombay Presidency should be revised and specially adapted to these Provinces;

2ndly, that the Hindi and Urdu publications of the Vernacular School Book Society should be printed at Nagpur; and

3rdly, that a Native firm should be induced to establish a Press at Nagpur;

that the Chief Commissioner dissents from the proposals, believing that they would involve considerable expenditure which is not absolutely necessary. It behoves us to take a financial as well as purely departmental view in these matters. Our present expenditure on education is as large as can be afforded, and if we can obtain our supply of school books from adjacent Presidencies at a reasonable cost, there is no reason why they should be re-printed at Nagpur by a special agency at considerably enhanced rates.

Your 4th proposal contains two separate suggestions,—

1stly, that the curricula be amended [this it may be remarked should certainly be done if required] ; and

2ndly, that rewards be offered for the production of suitable text-books.

This the Chief Commissioner does not concur in, for the reason that he fears there are no men in the Central Provinces who are qualified to produce these, and in para. 22 of your memorandum you yourself refer to the inconveniences of this method. It seems preferable that we limit ourselves to assimilating our text-books to those of the larger Governments, or rather that we have the very same text-books by adopting theirs.

The 5th proposal that the Uriya text-books should be improved will depend on the co-operation and assistance we shall be able to obtain from the Bengal Government, and failing that we shall have to employ competent Uriya scholars. But the Chief Commissioner apprehends there will always be difficulty in the matter of Uriya school books.

Your 6th proposal is somewhat outside the subject of class books. It is about a trained master for our training schools ; a separate and detailed report must be submitted on this when the matter will be separately considered.

The 7th proposal amounts to that Government shall pay a larger share of the cost of books. The Chief Commissioner does not think that the need for this has been made out.

Finally, the 8th proposal is that you should be authorized to choose competent persons to compile text-books. It has already been decided that the best and cheapest course is the one hitherto adopted to depend on the larger Governments for our school books in all the vernaculars we require. This proposal must therefore be negatived.

No. 4826, dated Nagpur, the 21st October 1874.

From—Major C. B. LUCIE SMITH, Offg. Commissioner, Nagpur Division, and President of Central Committee.

To—The Secretary to the Chief Commissioner of the Central Provinces.

I HAVE the honour to acknowledge the receipt of your letter No. 1362, dated 23rd April 1873, forwarding, with certain instructions, copy of a Resolution of the Government of India in the Home Department suggesting the appointment of local Committees to examine and report upon the class of books that are now prescribed in all those schools which receive any formal support from the State, and in reply to report as follows.

SUB-COMMITTEE.

At Nagpur.

The Inspector General of Education, Mr. Browning.

The Senior Assistant Commissioner, Captain MacDougall, and Mr. Yeshwant Rao Udas, B. A.

At Jubbulpore.

The Deputy Commissioner, Captain Saurin Brooke.

The Circle Education Inspector, Mr. D. Carnduff, and Mr. Hari Gopal Padye.

At Sambalpur.

The Inspector General of Education, Mr. Browning.

The Deputy Commissioner, Captain Bowie, and Mr. Balram Patnaik.

2. Under the instruction contained in your letter Sub-Committees, composed as shown in the margin, assembled at Nagpur, Jubbulpore and Sambalpur, and examined and reported upon the edutional text-books in the Marathi, Hindi and Uriya languages, respectively, prescribed for Government schools in the Central Provinces, and these reports I beg now to submit in original, marked A, B and C, together with a separate note marked D, by Mr. Yeshwant Rao Udas, on the Marathi series of text-books.

CENTRAL COMMITTEE.

The Commissioner of Nagpur, Mr. W. B. Jones	*President.*
The Inspector General of Education, Mr. Browning ...	*Members.*
The Deputy Commissioner, Nagpur, Major Lucie Smith	
The Reverend G. Cooper ...	
The Assistant Secretary to the Chief Commissioner, Mr. Lindsay Neill ...	
Mr. Vasudeo Balal Kher ..	

3. These papers were considered by the Central Committee composed of the gentlemen named in the margin; but as opinions were somewhat divided as to the best method of remedying the defects remarked on, the President, Mr. W. B. Jones, suggested that each member should record his own opinion separately, and that the Committee should then meet and draw up a joint report.

Memoranda by members of Central Committee.

4. Agreeably to this suggestion memoranda were sent in by Mr. Browning, Major Lucie Smith, Mr. Cooper and Mr. Lindsay Neill; but owing to the absence from Nagpur of Mr. Jones, Mr. Browning and Mr. Vasudeo Balal Kher, the Committee has not been able to prepare any joint report. It seems therefore advisable that I should submit these memoranda as they stand, marked E, F, G and H, respectively, for the consideration of the Chief Commissioner, together with a few remarks on the general question.

Difference of opinion regarding the remedial measures to be adopted.

5. The reports of the Sub-Committees are unanimous in urging the necessity for improving the existing series of English and Vernacular text-books, and this opinion is, I think, shared by all the members of the Central Committee. But in regard to the manner in which the improvement shall be effected there is some difference of opinion.

Mr. Browning's recommendation.

6. Mr. Browning, whose views are naturally entitled to great weight, recommends (*vide* para. 23, Annexure E)—

(I) that the Bombay Government should be asked to allow of the extensive use of their Marathi text-books in the preparation of a series suited for the local wants of these Provinces;

(II) the Vernacular School Book Society, Calcutta, should also be asked to allow of their Hindi and Urdu publications being printed in Nagpur;

(III) that, if possible, arrangement should be made with a Native firm to establish a printing press on a suitable scale in Nagpur for the supply of educational works;

(IV) that the curricula be amended and rewards offered for the production of suitable text-books;

(V) that the Uriya books should be improved and cheapened;

(VI) that a master, trained at a Scotch or English Training College, should be appointed on a suitable salary to one or other of the Vernacular training schools;

(VII) that the cost of the package and transit of all school books bought and sold by the depôts be met from a small annual allotment in the Educational Budget; and

(VIII) that competent scholars be selected by the Inspector General of Education for the preparation of suitable text-books, and that if their labours are approved by competent English and Vernacular scholars, their books be adopted as text-books, and their authors rewarded if they resign the copyright or agree to sell the books at a price fixed by the Inspector General of Education.

Major Lucie Smith's recommendation.

7. Mr. Lindsay Neill and I, while concurring in much that Mr. Browning recommends, are agreed in thinking that the revision of the text-books can best be carried out by the authorities of the older Provinces, and that to attempt this work at Nagpur would be to needlessly place ourselves at a disadvantage. Writing as Deputy Commissioner of Nagpur I remarked:

> "The Government of Bombay is clearly the fitting authority to issue a course of Marathi text-books, and I would suggest that the educational authorities of this Province and of Berar should lay before the Educational Department of Bombay the points on

which the present series appears open to objection on grounds general to the whole Marathi-speaking country, and should arrange for each book being thoroughly revised. Then, in addition, I would propose that the Educational Department of this Province should prepare for each text-book a supplement containing the local particulars deemed desirable for the scholars of the Central Provinces, and that this supplement should be printed by the Government of Bombay, and be bound up with the Bombay issue for use in this Province—the cost of preparing and printing the supplement being borne as an educational charge of the Central Provinces.

"In like manner I would propose to move the educational authorities or societies who have published the best existing text-books in Hindi, Urdu and Uriya to revise their works and to print a supplement for our local use.

"We shall thus obtain at a minimum cost the best works of their kind issued in India, and we shall also have the local colouring required to interest the learners in this Province."

Mr. Lindsay Neill's recommendation.

8. Mr. Lindsay Neill writes—

"Mr. Browning, who has special claims to be heard, not only because he is the head of the Educational Department, but because he acted as a member of two of the three Sub-Committees, has summarised his suggestions in para. 23 of his Note dated the 20th July. In many of these suggestions I entirely or partially concur, but I do not see that his suggestions III., IV., VI. and VII. touch the main question.

"I would preface my remarks by observing that the three principal languages in which instruction is given in the Central Provinces are Marathi, Hindi and English, and to me it seems very obvious that we can more easily and cheaply get the proper descriptions of books from other Provinces than prepare them ourselves, even though the Government of India direct other Governments and Administrations to allow us free and full use of all their series, regarding which I should imagine that there would be no difficulty.

"If then we draw our supply of Marathi and Hindi books from the Government of Bombay and the Government of the North-Western Provinces, it would only be necessary to give them the local colouring required to interest the learners in this Province, and on this point the suggestions of Major Lucie Smith seem very feasible. A Supplement to the ordinary Reader might very easily be prepared and sent to those Governments to be printed along with their books which they would issue. Such a Supplement might, I think, with advantage contain, among other matters, translations of extracts from Sir Richard Jenkins' Account of the Nagpur Province; of extracts from the District Settlement Reports on the geography, agriculture and people of these Provinces, and other cognate subjects. These would all be matters either already familiar to learners or which would be of interest to them, and with which they should acquire familiarity.

* * * * *

The English books from which boys are taught in the Central Provinces are also got from the Bombay Presidency, and are those prepared by Mr. Howard, late Director of Public Instruction, Bombay, and the whole series contains lessons which seem to me unsuitable and out of place.

* * * * *

"In the highest classes I believe that the prose text-book is the Vicar of Wakefield, and the poetry either Cowper's Task or Goldsmith's Deserted Village or Traveller. I do not think such a course of reading judicious, and think that more useful books might be substituted.

"In the Government Resolution reference is made (apparently) to an English series of books prepared in 1864 by the Madras School Book Society and to school books issued by the North-Western Provinces Government. I think it would be well if these books were sent for and examined. They might be more suitable than those we now use."

Mr. Cooper's recommendation.

9. Mr. Cooper considers that help and useful hints may be obtained in the preparation of school books from the series, Vernacular and English, of the Christian Vernacular Education Society of India, but looks to "Model Schools" as the chief thing required.

Conclusions.

10. To resume, then, I would say that the members of the Sub-Committees and of the Central Committee are agreed as to the necessity for revising the existing series of school books, and that the only point at issue is whether the work shall be undertaken at Nagpur or shall be carried out in connection with the authorities of the older Provinces.

Memorandum on school books used in the Central Provinces, by Mr. BROWNING, Inspector General of Education, Central Provinces, dated the 20th July 1874.

THE Sub-Committees having reported in detail on the several books in use, and the Inspector General having been a member of two of these Sub-Committees, taken a share in their proceedings, and drawn up the reports adopted, it is not necessary for the Inspector General to review in detail each book, and so go again over the work of the Sub-Committees. It will, however, be requisite to dwell at some little length on the Urdu books used, as they have not been considered by the Jubbulpore Sub-Committee. There are but few Urdu students in the Central Provinces: according to the last* returns of 79,000 boys at school only 2,584 were reading Urdu.

For 1873-74.

The report of the Sub-Committee on Marathi Books. I.—Language and Grammar.

2. ___ ___rathi reading books used in the schools of the Central Provinces are those prepared by the Government Translator and his Assistants in the Bombay Presidency. They are superior to any books of the kind used in Upper India, are popular, and are generally well adapted for class books. But being intended principally for boys in the Bombay Presidency, they are not entirely suited to the wants of the very ill-informed and almost entirely agricultural population of the Marathi-speaking districts of the Central Provinces. The books might be rendered more popular and useful by the substitution of lessons on subjects and objects with which the pupils might at least make themselves familiar for descriptions of productions foreign to the Central Provinces and stories of events that may have occurred in remote countries. But all the Marathi school books published by the Bombay Government are registered; and before the necessary local colouring can be given to these books to render them entirely suitable to the children of the Central Provinces, the permission of the Bombay Government must be obtained. And as the books were prepared by Government officers enjoying official stipends, and were made for the benefit of the people, it is not thought that the Bombay Government will place any obstacle in the way of the adaptation of the Marathi school series to the wants of children in the Central Provinces. There is, however, one difficulty—that of cost. The Bombay Educational Department, having a very large demand for their school series, can publish them at prices and issue them in a style that might be difficult in Nagpur, where the demand for school books would be comparatively limited, and where there are absolutely no private Printers who could issue any local school series at reasonably rates. The consent of the Bombay Government to the use of their series in compiling school books for these Provinces being obtained, the Inspector General of Education thinks that a Native Printer of established reputation and character should be encouraged to open a branch establishment at Nagpur, to act as the Agent of the Educational Department in the preparation and sale of school books.

Grammar

3. The books used are good of their kind, but when better grammars are published they will be introduced.

General Knowledge.
I.—Geography.

4. The geographies are the geography of the Central Provinces and the Bhugol Vidya published in Bombay. The former requires revision, and the latter is very meagre. It will be seen that the Sub-Committees on Hindi school books recommend the introduction of the Hindi Geography published by the Calcutta School Book Society. Possibly a Marathi edition of the same book would be more suitable for use in schools than the "Bhugol Vidya" of Bombay. But here too there will be some difficulty about copyright. For no Vernacular Printer will open a Press in Nagpur on any reasonable terms, unless he can secure a sufficient amount of remunerative employment, and this he will hardly be able to do unless he supplies *all* the books used in schools in the Central Provinces. So that the consent of the Vernacular School Book Society to our publication of their geography must be obtained before it can be used.

II.—History.

5. The historical book used is condemned by the Sub-Committee on sufficient grounds. Mr. Lethbridge and his publishers, Messrs. Thacker, Spink and Co., have given their consent to the translation of Lethbridge's History of India—a very suitable book for students—and the translation has already commenced. This book, or possibly an abridgment, will be the text-book used in the Central Provinces.

III.—Mathematics.

6. The mathematical text-books call for no lengthened observation. The Inspector General of Education agrees with the Sub-Committee in their remarks on the preparation of a text-book in Euclid. He is aware that some persons are of opinion that the time has come to endeavour to supplant Euclid in our schools and universities. The discussion of this point would be out of place here. But he thinks that Mr. Hamblin Smith's edition of Euclid issued by Messrs. Rivington should be the text-book used in schools in the Central Provinces. This book "preserves Euclid's order, supplies omissions, removes defects, gives brief notes and explanations and simpler methods of proof in cases of acknowledged difficulty". Euclid's method of proof has been generally followed, but not to the exclusion of other methods. Before, however, a new Euclid after Mr. Hamblin Smith's edition can be translated, it will be necessary to secure the co-operation of other Educational Departments, as the sale of such a book in the Central Provinces would be far too limited to allow of its publication for schools here alone.

The report of the Sub-Committee on Hindi books.
I.—Language and Grammar.

7. The Sub-Committee whilst reporting on school books criticise the curriculum. That curriculum was drawn up six years ago when many books now available were not published. It is capable of improvement, and new books may with advantage be introduced. But some caution must be exercised in the revision of the curriculum, so as not to throw on the several book depôts a large number of unsaleable books. There is very considerable difference between the curriculum designed for Marathi schools and that used in Hindi schools. As the curricula were both framed by the same officer, the difference was unavoidable. In Marathi schools a series of graduated reading books are used, which convey instruction and give general information. In Hindi schools, on the other hand, there are no graduated readers, but, with the exception of the *Primer*, books not designed primarily to teach the language, but to give information, are used as readers. Thus a book on the elements of Natural Science in which the treatment of the subject is rather antiquated is used as a reader in the 3rd class of our village schools, and an adaptation of "Whateley's Lessons on money matters" is used as a reader in the 4th class. Both books might be improved, and the language of the latter simplified, and they might then be relegated to their place under the head of "General Knowledge", and a properly graduated series of readers containing entertaining stories, as well as giving useful information on every-day facts and topics, might be introduced. The Hindi readers should indeed be a counterpart of the Marathi readers. The Letter Writer now used in Government schools is much too meagre to be of any practical use, and should be superseded by that in use in Oudh schools. All the books prescribed, whether in Marathi or Hindi Government schools, are unobjectionable on the score of morality. The Jubbulpore Sub-Committee indeed notice the Sabha Bilas as containing "broad passages", but an expurgated edition was long ago published and is now generally used. The Inspector General of Education thinks that a popular curriculum is not complete, even in these utilitarian days, without some poetical readings, and he is of opinion that as agriculturists are gifted with imagination as well as other people, and not necessarily in a less degree than other classes of the community, a Hindi Anthology is still a desideratum, even for use in

primary schools. Six years ago when the curriculum was framed, efforts were made to obtain such a collection of poetry. But the only book at all approaching what was desired is the "Sabha Bilas". Since then a Native Pundit in Oudh has compiled a book containing numerous selections from Hindi poets, but the book is not yet published, and has not yet been thoroughly examined. Whether the poetry read in the Government schools should, as in the Marathi series, be interspersed amongst the prose readings, or assume the more pretentious form of a separate publication, is a mere matter of detail, which it is hardly necessary to discuss.

Grammar.

8. When the curriculum was drawn up, the only Hindi grammars available were those now used in schools in the Central Provinces. But since that time Mr. Etherington has published in Hindi a grammar for Hindi students, and Mr. Hari Gopal Padye has also published such a grammar. These Provinces are situated between the Marathi-speaking people of the South-West and the Hindi-speaking population of the North-East. All grammatical terms whether used in Hindi or Marathi grammars are derived from the Sanskrit. But the grammatical terms that have gained currency in the Bombay Presidency, and amongst the Marathi-speaking people of the Central Provinces, are not those that are used in schools of the North-Western Provinces. Hence whatever nomenclature is adopted in these Provinces, it seems very necessary that the corresponding nomenclature used in Marathi or Hindi schools, as the case may be, should be given at least in an Appendix. The Inspector General of Education is inclined to recommend that the nomenclature used in Marathi schools be usually adopted in the Hindi grammatical text-books, and that the grammatical terms used in schools and in grammars published in the North-Western Provinces be added in the Appendix. Each grammatical term should, of course, be carefully explained, so that the idea that led to its adoption may be readily grasped by the student.

B.—General Knowledge.
I.—History.

9. The histo[illegible] prepared by Babu Shiva Prasad. It is objectionable as it contains a large number of Persian words with which the people of these Provinces are not acquainted. There are also some unnecessary reflections on Hindu religious dogmas which have been felt to be offensive by some Hindus in the North-Western Provinces. In one passage the gate of a Hindu's hell is said to be the mouth. The only other history in Hindi with which the Inspector General of Education is acquainted is the Bharut Vershi Itihas. It is meagre, and the Inspector General is of opinion that when the edition of *Lethbridge* is ready in its Marathi form, then, if an edition in Hindi has not by that time been published by the Educational Department of the North-Western Provinces, such an edition should be prepared in these Provinces.

Geography.

10. The geographical text-books used in Hindi Government schools are defective. Mr. Blochman's new Geography of India has already been published in Urdu. When the Hindi version is published, it may be introduced into Hindi schools. For general Geography, a Hindi version of that used by the Calcutta School Book Society may be adopted until a better one is provided. A new edition of the Geography of the Central Provinces will be issued both in Marathi and in Hindi.

Mathematics.

11. The Sub-Committee think that the book called "Ganit Prakash", in four parts, is too large and costly for primary schools. But in village schools only three parts are taught. The Inspector General thinks, however, that a smaller and less expensive arithmetical text-book is to be desired. Very few boys indeed read Algebra in Hindi, and as regards the Euclid text-book, the Inspector General has nothing to add to the remarks made on this book in para. 6.

The Uriya Text-books.

12. If the Educational Department are much hampered in their choice of mathematical and Hindi text-books by the want of any enterprising Native Printer at Nagpur, the selection of books for Uriya-teaching schools is still more beset with difficulties—(i) because of the smallness of the demand; (ii) because of the great

cost of production. The Inspector General contrasts the selling and printing price of the Uriya books now used:

Name of Books.	Cost charged by Zila Inspector.	Cost of printing at a Calcutta Press.
	Rs. As. P.	Rs. As. P.
Entertaining Lessons, Part I.	0 6 0	0 1 6¾
Ditto Part II.	0 6 0	0 1 8
Ditto Part III.	0 12 0	0 3 6
History of India, Part III.	1 0 0	0 7 2
Raghubans	0 14 0	0 5 1½
Exile of Sita	0 12 0	0 2 3½
Primer	0 1 9	0 0 9
Rudiment of Knowledge	0 4 0	0 0 10

Uriya Text-books. I.—Language and grammar.

13. Not only are the books costly, but they are not altogether suitable for schools in Sambalpur. The Inspector General thinks that a new series should be at once prepared. The copyright of the series now sold at extravagant rates cannot be purchased save on terms that are absurdly high.

II.—General Knowledge.

14. A new History of India is wanted. The geography used is suitable.

III.—Mathematics.

15. No Euclid or Algebra exists in Uriya. The Arithmetic is in three parts—Parts I. and II. are cheap and suitable, Part III. is out of print, and is very dear.

Urdu Text-books.

16. The books used are mostly Urdu versions of those used in Hindi. The only distinct text-books are the Poetical Reader and the Grammar. The Poetical Reader should be replaced by the Majmua Sukham recently adopted by the Calcutta University. A good Urdu grammar is still much wanted. Neither those used in the Punjab nor in the North-Western Provinces are suitable. The grammar of Urdu has no natural connexion with the grammar of Arabic, and Arabic subtleties of grammar should not be introduced into Urdu grammatical treatises.

English books used in Anglo-Vernacular Schools.

17. The Inspector General of Education concurs in the views expressed by the Nagpur Sub-Committee. Besides the books discussed by the Nagpur Sub-Committee, and those prescribed by the Calcutta University, are Collier's Advanced Reader read in the Jubbulpore High School, and a new Reader compiled specially by Mr. Lethbridge for the advanced classes of Anglo-Vernacular schools. Both are suitable text-books. The English series used in the junior and middle classes of high schools are under revision by a Committee appointed by the Bombay Government. The revised text-books when they appear will be introduced in the Central Provinces.

Books used in Missionary Schools.

18. Besides those books mentioned in the report of the Jubbulpore Sub-Committee, in the Southern parts of the Provinces, books published by the Christian Vernacular Society are used. They are in every way suited for use in mission schools.

The Rajniti.

19. "Rajniti" mentioned by the Jubbulpore Sub-Committee is not used in Government schools, and contains stories that should not be placed in the hands of the young.

Training Schools.

20. The consideration of the text-books used in schools is inseparably bound up with that of the art of teaching. An indifferent text-book in the hands of a skilful teacher may produce better results than a good text-book taught by a careless or unpractised instructor. There are at present four normal schools in the Central Provinces, not one of which is supervised by a teacher educated at a training college in Europe.

The training schools are now managed by Inspectors who have not been and are not always trained teachers. There are also some qualities required in an Inspector, which may not exist in a good teacher, and some qualities possessed by

a good teacher which may not be found in a good Inspector. No doubt the difficulty connected with the efficient management of training schools would be lessened if Inspectors were themselves *always* trained teachers. But they are not. The Inspector General thinks that to at least one of the normal schools a trained European teacher should be appointed as master of method. The appointment of such a teacher would be expensive no doubt. But as the normal schools are those on which the success and thoroughness of all primary teaching depends, a man trained at an English or Scotch training college should be placed at their head.

School books should be cheap.

21. The Inspector General also thinks that it is very necessary to cheapen all educational books as much as possible. The book depôts as at present constituted are managed on a *quasi*-commercial principle. A certain sum was originally given for the establishment and support of book depôts. This sum has to be so managed that no loss can possibly accrue. Large supplies even of necessary books cannot be laid in as so much capital would be looked up. Changes in the curriculum cannot be readily made as the assets of the book depôt would suffer loss. The cost of all books has to be enhanced by their package and transit charges, excepting when such costs are covered by the discount allowed. The system pursued in the Punjab and Oudh is different. There a certain sum is entered every year in the Educational Budget for the supply of books, and the proceeds of all sales are credited to Government. The Government bear the cost of transit and package. This system is certainly the cheapest to the student, but it is the dearest to the Government.

22. It will be seen that this memorandum makes several suggestions regarding the preparation of suitable text-books for schools in these Provinces. There is a small sum now included in the Educational Budget for the promotion of Vernacular literature. Suitable men should be selected by the Inspector General of Education to prepare text-books, and if their work were approved by the Inspector General assisted by competent Native scholars, then the authors should be rewarded and their books introduced, the copyright remaining with the Educational Department so as to ensure the cheapness of the books. The Inspector General believes the plan to be far better than the publication of advertisements offering rewards for certain books. On such occasions the best men do not always compete, and the advertiser is so overwhelmed with trash that if he reads half, his powers of judgment are dimmed, and a bad selection is invariably made. Any text-book once selected, to improve upon it is a comparatively easy task, and such improvements would always be gladly accepted and paid for by the Educational Department.

Suggestions made.

23. The suggestions in this memorandum are—

(i) that the Bombay Government should be asked to allow of the extensive use of their Marathi text-books in the preparation of a series suited for the local wants of these Provinces;

(ii) the Vernacular School Book Society, Calcutta, should also be asked to allow of their Hindi and Urdu publications being printed in Nagpur;

(iii) that, if possible, arrangements should be made with a Native firm to establish a printing press on a suitable scale in Nagpur for the supply of educational works;

(iv) that the curricula be amended and rewards offered for the production of suitable text-books;

(v) that the Uriya books should be improved and cheapened;

(vi) that a master trained at a Scotch or English training college should be appointed on a suitable salary to one or other of the vernacular training schools;

(vii) that the cost of the package and transit of all school books bought and sold by the depôts be met from a small annual allotment in the Educational Budget; and

(viii) that competent scholars be selected by the Inspector General of Education for the preparation of suitable text-books, and that if their labours are approved by competent English and Vernacular scholars, their books be adopted as text-books, and their authors rewarded if they resign the copyright, or agree to sell the books at a price fixed by the Inspector General of Education.

Memorandum by Mr. LINDSAY NEILL, Assistant Secretary to the Chief Commissioner of the Central Provinces, dated the 3rd October 1874.

HAVING had the advantage of reading the reports of the Sub-Committees appointed by the Chief Commissioner under the Resolution of the Government of India, Home Department, No. 143, dated 29th March 1873, the Note by Mr. Yeshwant Rao Udas on the Marathi text-books at present in use in our schools, the Note by Mr. Browning, Inspector General of Education, and that by Major C. B. Lucie Smith, I will now briefly state my opinion on the subject under consideration.

Officiating Inspector General of Education.

I am aware that, owing to the present accident* of my position, the Officiating Commissioner desired that I should amalgamate, so to speak, the reports of the Sub-Committees and lay the views and proposals which they contain, and which might commend themselves to the Central Committee, in a consolidated form before the Secretary to the Chief Commissioner, but I find some difficulty in doing so inasmuch as there is a diversity of opinion amongst us, not so much indeed as regards the real question we have to consider, viz., the nature and style of the books at present in use and their possible defects, but as regards the measures which should be taken to remedy these defects and provide ourselves with a fitting series.

Mr. Browning who has special claims to be heard not only because he is the Head of the Educational Department, but because he acted as a member of two of the three Sub-Committees, has summarised his suggestions in para. 23 of his Note dated the 20th July. In many of these suggestions I entirely or partially concur, but I do not see that his suggestions iii, iv, vi and vii touch the main question.

I would preface my remarks by observing that the three principal languages in which instruction is given in the Central Provinces are Marathi, Hindi and English, and to me it seems very obvious that we can more easily and cheaply get the proper descriptions of books from other Provinces than prepare them ourselves, even though the Government of India direct other Governments and Administrations to allow us free and full use of all their series regarding which I should imagine that there would be no difficulty.

If then we draw our supply of Marathi and Hindi books from the Government of Bombay and the Government of the North-Western Provinces, it would only be necessary to give them the local colouring required to interest the learners in this Province, and on this point the suggestions of Major Lucie Smith seem very feasible. A supplement to the ordinary Reader might very easily be prepared and sent to those Governments to be printed along with their books which they would issue. Such a supplement might, I think, with advantage contain, among other matter, translations of extracts from Sir Richard Jenkins' account of the Nagpur Province, of extracts from the district settlement reports on the geography, agriculture and people of these Provinces, and other cognate subjects. These would all be matters either already familiar to learners or which would be of interest to them, and with which they should acquire familiarity.

The Note by Mr. Yeshwant Rao Udas on the present series of Marathi books, while recognizing its general excellence and the skill and taste manifest in its arrangement (points on which I do not pretend to offer an opinion), brings out very clearly that many of the contents of the series are in the language of the Government Resolution, not "within easy range of the pupils' comprehension and ordinary experience"; and I think it is owing to this that we find so many of the boys in our schools read with a certain amount of mechanical accuracy, but with very little knowledge of meaning.

The English books from which boys are taught in the Central Provinces are also got from the Bombay Presidency, and are those prepared by Mr. Howard, late Director of Public Instruction at Bombay, and the whole series contains lessons which seem to me unsuitable and out of place; for instance Exercise VI. of the Second Book, Part I., contains such sentences as the following:

"Cæsar aimed at the Crown but failed."

"The Greeks believed that there was a bird called
"the Phœnix which used to die and come to life again."

"The Phœnix flew up from the fire and became young again."

"Could you build it (a boat) of Swedish firwood or English oak."

Turning over a couple of pages further on, I come to the following four lines of poetry accentuated as I mark them :

" I havé a lit'tle sis'ter
" She is' but twó years old'
" Yet to us' at homé who lové her
" She is worth' her weight' in gold'."

I can imagine nothing better calculated to teach our boys to pronounce English in a sing-song and absurd manner. This piece of poetry is only one of many which might with great profit be postponed to a later book, if not entirely omitted.

As the series advances its contents become more and more isolated sentences carrying no meaning and raising no associations. Lesson 2 of the Second Book is designed to instruct boys in Latin Etymology, for which I should think they could not possibly be ripe. It does it thus :

" Abdication—ab and dico, I say
" Charles V. abdicates the empire, *says*
" That he retires *from* it, or gives it up."

Lesson III. contains such sentences as the following :

" Dr. Johnson always felt the greatest abhorrence of falsehood."
" After his abdication of the Crown James II. resided in France."
" The Straits of Gibraltar gave the Phœnicians access to the Atlantic."
" Iron has a strong affinity for Oxygen."
" Under Solon's Government an alteration in the law of debt was introduced at Athens."
" Henry's answer to Luther was greatly applauded by the Pope."
" The application of these verses of Dryden to Lord Shaftesbury is clear."
" Charles signified his approval of the Triple Alliance."

Each succeeding lesson has similar sentences and stories not less bewildering; and the book almost appears to have been prepared as if its object was to substitute foreign for familiar subjects.

Book III., Part I., contains lessons in prose such as on " Animal life Vertebrata", " Mammalia", " Reptiles," " Articulata"; " Anecdotes of Lions, Panthers, Dogs, &c.", and lessons in poetry serious and comic, for example " Alexander Selkirk", " Epitaph on a Mad Dog", " Epitaph on Madam Blaize".

I might indefinitely multiply instances where the sentences which boys have to study can convey no possible idea to them, and which their masters will not be able to explain, but perhaps I have said enough to show that the contents of this series of books fail in the essential principles which, according to the Government Resolution, should govern school teaching.

In the highest classes I believe that the prose text-book is the Vicar of Wakefield, and the poetry either Cowper's Task or Goldsmith's Deserted Village or Traveller. I do not think such a course of reading judicious, and think that more useful books might be substituted.

In the Government Resolution reference is made (apparently) to an English series of books prepared in 1864 by the Madras School Book Society, and to school books issued by the North-Western Provinces Government. I think it would be well if these books were sent for and examined. They might be more suitable than those we now use.

APPENDIX XI.—(6—Mysore.)

No. 814—6, dated Bangalore, the 2nd May 1874.

From—Captain J. S. F. Mackenzie, Offg. Secretary to the Chief Commissioner of Mysore.

To—The Secretary to the Government of India, Home Department.

Adverting to the Resolution* of the Government of India and your confidential letter† noted in the margin on the subject of revising school text-books and expurgating objectionable passages therefrom, I am directed by the Chief Commissioner to forward, for the information of His Excellency the Viceroy and Governor General in Council, the accompanying copy of a report on the subject submitted by the Committee specially appointed to consider the several points mentioned in the Resolution and letter referred to, together with the Chief Commissioner's order thereon.

* No. 151, dated 29th March 1873.
† Dated 29th March 1873.

2. The point noted in the end of para. 6 of the Government Resolution has, I am to state, been duly considered in the Committee's report; and if the proposed course is approved, steps will be taken to deal with the question in due course.

3. Colonel Meade desires me to convey an expression of his regret at the delay that has occurred in the submission of the present report, which has, to some extent, been due to his protracted absence on duty in the Bombay Presidency.

No. 815—2.

Order.—On receipt of the Resolution of the Government of India No. 151, dated the 29th March 1873, a Committee composed of the gentlemen named in the margin was appointed to report on the books in use in the schools of Mysore and Coorg, and to submit suggestions on the points noted in the Government Resolution.

B. L. Rice, Esq., *President.*
Captain J. S. F. Mackenzie, *Secretary.*
Dr. G. U. Pope,
C. Rangacharlu, Esq.,
T. R. A. Thambu Chetti, Esq.,
Muhammad Ali, Esq., } *Members.*
H. Narasimhaiye,
Kazi Shah Abdul Khudus Khadri,
A. Srinivasa Chari,

2. This report is now before the Chief Commissioner, and he directs that his acknowledgments of their labours may be communicated to the members of the Committee.

3. The Chief Commissioner concurs generally in the views of the Committee on all the points noted in the report, more especially the recommendations summarized below.

4. The Committee recommend—

I.—The compilation of certain works in English, viz., grammar, arithmetic, histories and geography, which would be of use generally to all India.

II.—The preparation of expurgated editions of certain works in Sanskrit and Persian, which would also be of general use through the Empire.

III.—The compilation of four reading books—English and Vernacular, a grammar with exercise in the Vernacular for translation, a work on school management, a Vernacular translation of the same and of the histories and geography to be prepared provincially in view to their adaptation to the locality in which they are to be used.

IV.—The holding of a conference of representatives of Kanarese school literature from Madras, Mysore and Bombay in view to a common understanding being come to regarding Kanarese school books, and the introduction of a single series in all Government or aided schools throughout all Kanarese districts.

5. With reference to the works enumerated under the first two heads, the Chief Commissioner considers that their preparation would, if approved, be carried out under the orders of the Government of India as an imperial undertaking, and further that, in such event, their preparation should be entrusted to persons specially nominated for the purpose, who should receive a fixed honorarium for their services. The preparation of those included under the third head should be

entrusted to specially qualified persons in the Provinces concerned, similarly nominated to the duty and remunerated therefor. If the latter proposal is approved by the Government of India, steps will be taken to carry it into effect as regards the books required for use in Mysore.

6. The proposal in para. 40 of the report recommending a carefully prepared digest of the principal English grammars for use in all schools appears to the Chief Commissioner to be of doubtful utility; but the suggestion in para. 42 to supply an elementary work on grammar of the character described therein for use in Anglo-Vernacular schools is a desirable one, and may be adopted with advantage.

7. The Chief Commissioner concurs in the remark at the close of para. 50 of the report regarding the works on arithmetic. The preparation of a work based on the best European methods, both as regards arithmetic and algebra, without altogether ignoring the Native works, would, in the Chief Commissioner's opinion, meet a decided want, while it would not interfere with the study of the standard English works by advanced students.

8. The remarks of the Committee on geometry (para. 56) refer rather to the curriculum for the University examination than to the question of revision of *school* text-books, and the question is therefore apparently beyond the scope of the object of the assembly of the Committee.

9. The Chief Commissioner generally agrees with the Committee in the remarks contained in paras. 59 to 63, and observes that there is no more difficult question than that of dealing with the subject of the selection of suitable historical works as school text-books. Colonel Meade considers that a real knowledge of history can only be acquired by much and varied reading, and that a single work could scarcely be brought to supply it. The elementary histories referred to by the Committee can hardly be otherwise than bald and imperfect, containing little more than names, events and dates.

The Chief Commissioner is disposed to think that the want, so universally felt, of suitable general and Indian histories will be better supplied if the subject is left to private individuals.

10. The Chief Commissioner concurs in the remarks in Chapter V. of the report regarding geopraphy.

11. The Committee's proposals on the subject of physical science (Chapter VI.) are, the Chief Commissioner thinks, hardly practical, and he fears that the subject is one that must be regarded as in advance of the ordinary school education which at present obtains. It seems to Colonel Meade that instruction in physical science should form part of the University curriculum, and might be left to it.

12. The Chief Commissioner entirely agrees with the Committee in their observations regarding instruction in mental and moral philosophy. Colonel Meade fully realizes the importance of more systematic teaching in the latter subject especially in all schools. With reference to this subject the Chief Commissioner thinks that, while the dogmas of religion are excluded from Government schools, good morals may be inculcated by the introduction of work specially prepared for that purpose. This work might, for instance, embody lessons on the existence of a Supreme Being, Divine rewards for virtue and punishments for vice, injunctions to truth, piety and godliness, the duty that subjects owe to the State, to themselves and to humanity in general—all of which are truths upheld by all religions, and there could therefore, in Colonel Meade's opinion, be no objection to their being taught in Government schools.

13. In Chapter VIII. some useful practical suggestions are offered under the heads "School Management", "Translations" and "Cheap Books", which appear to be worthy of consideration. A work on school management is no doubt much needed.

14. The Committee further state that in many schools inferior text books are used on account of their cheapness. There can be no doubt that this retards progress in education; but in preference to adopting the Committee's proposal, viz., that the Government should publish large and stereotyped editions of works, the Chief Commissioner thinks that the Government might procure from England the books used in schools, and by selling them at cost price, place them within the reach of all students.

15. It is suggested in para. 80 that School Book Committees should be appointed from time to time under each Administration for the purpose of revising, at certain intervals, the course of study pursued in schools, in order that the standard of instruction in any district may not fall behind the age. The suggestion is a good one, and Colonel Meade considers that a Standing Book Committee at

each Presidency or Government head quarters would probably be the best mode of providing for the real requirements of the case. Should this be impracticable, a specially qualified officer may, he considers, be appointed, as required, under the educational head of each Government for this purpose.

16. The Committee further urge in paras. 80 and 82 the necessity for the creation of a pure Vernacular literature for students who have passed through the schools, and who are desirous of turning to it for mental improvement and recreation, and suggest that popular editions of standard works freed from all objectionable passages, and free translations of modern travels of Asiatics and Europeans might be prepared and published with this object. Colonel Meade considers that, without going so far as to expurgate *all* passages in the Vernacular literature generally that may be classed as objectionable, it would suffice to issue some general rule that all *text books* for use in schools should be freed from everything that is in any way objectionable, while those for the University examination should have such portions only expurgated as are absolutely indecent or immoral.

REPORT OF THE COMMITTEE ASSEMBLED BY ORDER OF THE CHIEF COMMISSIONER FOR THE EXAMINATION OF THE EDUCATIONAL TEXT-BOOKS IN USE IN THE SCHOOLS OF MYSORE AND COORG.

No. 143, Home Department (Education), dated 29th March 1873.
No. 216, Home Department (Education), dated 21st May 1873.

In accordance with the instructions conveyed in the orders of Government noted in the margin, we have examined the different books used in Government and grant-in-aid schools. Lists of these books under the following heads: I. Reading Books, II. Grammars and Dictionaries, III. Mathematics, IV. History, V. Geography, VI. Physical Science, VII. Mental and Moral Philosophy will be found in the Appendix, together with detailed remarks on each work.

2. Although many of the books now in use are doubtless to a certain extent suitable, a cursory examination will prove that they are works similar to those used in the schools of Great Britain, or slightly modified adaptations of these. Hence they unquestionably contain "allusions to scenes or ideas which boys of this country cannot possibly realize or appreciate". But this is not in our view a decisive objection; since in many cases it is desirable perhaps, from an educational point of view, to familiarize their minds to some extent with ideas foreign to their daily experience.

3. The opinions and suggestions of this Committee on the different subjects under which these educational books may be classed will be found under the respective heads into which for convenience this report has been divided.

I.—Reading Books.

English.

4. The Mysore Government Series of reading books at present consists of the First, Second and Third Books, and of a Fourth Book called Manual of Conduct. On the whole we are of opinion that the First and Second Books have so many defects, and the Third and Fourth require so much revision, that it would be better if an entirely new series were introduced. Our objections in detail are as follows:

5. *First Book.*—This book is on the old spelling-book system: a system now nearly obsolete and very generally condemned. We would recommend a book of easy reading lessons; which, commencing with the combinations of letters, should finish with simple sentences.

6. *Second Book.*—This book is not only faulty in grammar, but contains bare lists of words for spelling. Many of the lessons allude to scenes, &c., which an Indian boy would find it difficult to comprehend. The Second Book should treat, among other matters, of general behaviour, illustrated by appropriate anecdotes, and be relieved by stories of a nature calculated to develop the imaginative faculty of the school boy.

7. The two First Books in English should, in short, be such that the pupil's attention would be mainly confined to mastering the rudiments of the language; and to simplify this task we recommend that the lessons should also be given in the boy's own vernacular, and the books printed in diglot.

Third Book.—Many of the lessons in this book are excellent; and selections might be made from it for the improved work proposed by this Committee, which should contain also lessons on purely Indian subjects, varied by easy instruction in natural history, and lessons on familiar objects treated in a somewhat scientific manner.

9. *Manual of Conduct.*—This is really the Fourth Book of the series, and is on the whole a good work. Many of the stories used as illustrations require adaptation to an Indian school boy's ideas; and his mind would sooner realize what is intended to be conveyed if the proper names of persons and places were Indian instead of European. But we would retain its character as a moral class book, as we entertain a very decided opinion that in all Government schools systematic instruction in morality should form part of the course.

10. The present practice of interspersing selected pieces of poetry in a prose reader we consider to be of doubtful expediency. The poetry is more or less in advance of the prose, and therefore above the capacity of the boy at this stage of his scholastic course.

11. *Select English Poetry.*—This work now in use in Government and private schools is a good one, and might be retained, with the modifications suggested.

12. The Irish Series.—However well adapted for the schools for which this series of books was specially prepared, they are, as a whole, unsuited for use in Indian schools, since they contain many lessons on subjects unfamiliar to a Native of this country. The Scripture lessons would be an obstacle to the use of the books in Government schools, though we do not think that of necessity extracts from the Christian Scriptures, not of a dogmatic character, should be excluded. Great use might be made of this series in compiling the improved course.

13. The Christian Vernacular Education Society's Series.—The idea which this series carries out of having lessons on manufactures, minerals, &c., is good; but an examination of this set of books will shew that in many cases the English is loose and slipshod, while the grammar is often faulty. The direct and not always very judicious religious instruction which all the books contain would prevent the adoption of this series in Government schools, though much of the material of the books might be used with advantage.

14. Mysore Government Series.—*First Book.*—The lessons exhibiting the combinations of letters are too numerous, and some of them treat of subjects with which an Indian boy is not familiar.

Kanarese.

15. *Second Book.*—This work requires revision. Many of the lessons might be omitted, and their place supplied by select sentences culled from genuine Kanarese authors. A chapter on correspondence, giving the forms of address in common use among the natives of the country, is much required.

16. *Third Book.*—Some of the lessons might with great advantage be re-placed by extracts from Kanarese classical works.

17. We therefore think that a new First Book is required, while the others of the series need recasting.

18 *Padya Sara.*—This poetical reader contains a good selection of pieces, and is recommended for use together with its commentary, the *Padya Sara Prakashike.*

19. Bangalore Tract and School Book Society's Series.—The direct Christian instruction conveyed in these books would prevent their use in Government schools. But apart from this, the First Book is in many respects faulty, while the arrangement of the Second Book is so confused that both require, even for Mission Schools, thorough revision. There is an observable weakness in their style and general composition.

20. Mangalore Series.—These books are very neatly got up; but much of the type, though pleasing to the eye, is not easily legible, and does not correspond to the forms of the letters as commonly written by Natives in these parts. To the subject matter of the books we would take the following objections:

21. *First Book.*—Though arranged on the newest principles, the combination of letters into unmeaning syllables does not seem to us commendable. Some of the words used appear to be provincialisms of the Western Coast.

22. *Second Book.*—Much of the Kanarese in this book is not altogether such as an educated Native in these parts would naturally use. Though intelligible enough, it lacks the flow and idiom of indigenous composition being characterized by the stiffness and abruptness with which a European is apt to express himself in an Indian language. Some of the stories are not quite adapted to this country.

23. *Third Book.*—Contains many excellent lessons; but the arrangement is not systematic and the selections are often too fragmentary. The scientific portions, which contain a good deal of Sanscrit, are not sufficiently simplified and explained.

24. *Minor Poetical Anthology.*—The above objection as to arrangement and fragmentary character of the pieces applies also to this work. The breaking up of words into detached syllables, and the use of half letters, make it exceedingly difficult to read off the verses. The rules of prosody at the beginning are very good, but perhaps would be more in place in the grammar.

25. We have gone thus into detail regarding these works, as it has been proposed that the Madras and Mysore Governments should come to a common understanding regarding Kanarese school books, with the view of introducing a single series throughout their schools. We would suggest that a conference on the subject between representatives of Kanarese school literature on the part of both Governments might be advantageously held; and as the Bombay Government has also a Kanarese series, printed at Bangalore, a delegate from that Presidency might be invited to join in the consultation.

26. The most obvious advantage of a uniform series for all Kanarese schools would be in cheapening the price of the school books. On the other hand, it might be found impossible to secure uniformity without sacrificing much of essential value and importance both as regards the language itself and the education of different Provinces. For the language undoubtedly presents considerable variety in the dialects of different parts, and to override these by confining instruction to one particular form, conjectured to be more classically pure, would appear to us an unpopular proceeding of doubtful utility, if not positively injurious. This would however, be matter for the consideration of the members of the proposed conference.

Telugu and Tamil.

27. In this Province the number of schools in which Tamil or Telugu is studied is few. But as these are the prevailing vernaculars of the Madras Presidency, the recommendations of the Committee there as to the selection of books might be adopted for the schools of Mysore.

Sanskrit.

28. The study of this language is principally confined to Brahmans, who often spend years in mastering its intricacies. Introductory works analysing and explaining the construction of the language would do much both in simplifying and shortening the present curriculum.

29. The usual course begins with the Amara Kósha and Shabda Manjari; after a certain study of which, Raghuvansha is read, or some similar work as Bála Rámáyana or Kumára Sambhava. The next stage is through Mágha and Naishadha to the Champu works. The finishing studies consist of either plays, grammar or logic.

30. The Amara has been published in a suitable form at the Mysore Government Press, with English and Kanarese meanings. The Shabda Manjari and other introductory works are generally unobjectionable. But in our detailed remarks on each book it will be seen that only expurgated editions of the Mágha and Naishadha should, in our opinion, be recognized by Government as text-books for schools.

31. Regarding the dramatic compositions, such as the plays of Kálidása, while admitting to the full the many beauties and exquisite sentiment which have given them their world-wide reputation, we deem it right to say that, inasmuch as most of them are based upon stories of secret love and stolen marriages, they are not in our opinion works which in their entire form can be safely put into the hands of youths at school. Special editions are needed for this purpose just as much as of Shakespeare and other authors for English schools. The difficulty of providing for the varied wants of different Provinces does not in this case present itself, as the same series could be used all over India. Hence the issue under Government sanction of a school edition of the principal plays appears to us both desirable and practicable, while the cheapness of the works would probably ensure their general use to the exclusion of books in the form now procurable.

32. As regards the relative position of these languages in school course we are of opinion that the study of Persian should not be taken up until a certain degree of progress has been made in Hindustani. Retaining four standards as appointed for Government Hindustani schools in this Province, we would confine Persian to the two highest.

Hindustani and Persian.

33. Our review of Muhammadan books will shew that many now used in schools cannot with any regard to the instructions of Government or the interests of the juvenile population be retained. Though known as religious works, they contain passages with regard to ceremonial ablutions and minute specifications as to sexual transgressions, which even our Muhammadan members agree in considering unfit for public reading in schools. Without, however, taking up the invidious task of particularizing such works here, we deem it sufficient to specify certain unobjectionable books, and to propose that the curriculum of any school supported by Government should be confined to these.

34. The Hindustani course of reading might begin with revised editions of the Pahili Kitab and Talim Nama; while for Persian, after a preliminary study of Amadan, or any similar work, expurgated editions of Gulistan and Bostan might be used. More advanced students would consider it necessary to obtain some acquaintance with Zalikha, but of this book only carefully edited selections could with propriety be admitted.

35. Reading books for girls.—Among Vernacular reading books a series for use in girls schools is a desideratum. Well adapted lessons on domestic subjects, viewed as far as possible from a Native stand-point, should form the larger portion of such books. In Hindustani schools Mirat-ul-Arus might also be introduced, with the improvements we have suggested in our review of it.

36. Literature in the University Course.—In connection with the University course, by which the studies of the higher class of schools are necessarily much affected, and in many cases entirely regulated, this Committee is of opinion that the prescribing of text-books for the examinations in literature has a tendency to promote cramming and thus to hinder a thorough acquisition by the students of the required language. Under the present system the time of the students is occupied to such an extent in the minute technical study of a few authors, or portions of authors, that no opportunity is afforded for exercise in composition and for a thorough drill in the general principles of the language.

37. The recommendation of the Committee in this matter is that for the lower examinations, namely, the Entrance and First Arts Examinations, the language papers should be of a general character and not confined to specified text-books, and should be principally directed to testing grammatical knowledge and the ability of candidates in composition. For it is a matter of general observation that students who have successfully passed the Matriculation and First Art Examinations are very frequently unable to express themselves freely and idiomatically in the languages in which they have been examined.

38. At the same time that the Committee propose the abolition of text-books for those examinations, they are of opinion that, with the view of guiding masters and private students in a suitable course of reading, the Indian Universities might publish a general list of works adapted to the requirements of the country and likely to promote a good knowledge of the literature of each language. And in regard to Sanskrit and the Vernaculars, standard editions of classical authors published under the sanction of the Syndicates of the Universities would be a great addition to the educational acquirements of the country.

39. They are further of opinion that University and other examinations should be such as to encourage the practice in schools of reciprocal translation; and that this should be done in such a manner as to render the exercise of more practical value in after-life than is possible when the attention is almost exclusively directed to the translation, as at present, of a few selected books.

II.—Grammar.

40. This is a subject which of late years has attracted so much attention, and has developed and improved so greatly that no one grammar is now sufficient. Morris gives historical development, Abbot Elizabethan idioms, Bain adds much to the philosophy of the subject, while Hiley is practically good in plan. But a good English grammar (or series of three) has yet to be written. The present time appears to this Committee a fitting opportunity for the preparation of such a work.

English.

A careful digest of the principal English grammars might be made for India, and introduced into all schools. This would simplify examinations, ensure uniformity and probably tend to economy. There are eight or nine standard works of which the main elements should be combined into one manual after the manner of Kennedy's Public School Latin Grammar.

41. Meanwhile this Committee recommend that in purely English schools and in the higher Anglo-Vernacular schools Bain series, viz., First English Grammar, Higher English Grammar, English Composition and Rhetoric should be at present used.

42. It is observable that in the inferior Anglo-Vernacular schools no thoroughly suitable grammar exists which teaches the elements of English with the aid of the Vernacular In the opinion of the Committee it is desirable that a Native should begin the study of a foreign grammar with the aid of his own Vernacular. An introductory book, with explanations in the Vernacular and exercises for reciprocal translations, is absolutely necessary.

Kanarese.

43. In Kanarese we approve of Vágvidháyini, the work now in use.

Tamil and Telugu.

44. In Tamil and Telugu the books that may be recommended by the Madras Committee might be introduced.

45. In Sanskrit there appears to be no introductory work sufficiently systematic for beginners. Such a work with explanations in Kanarese might be prepared.

Sanskrit.

46. In Hindustani by throwing the four parts of Khavayad-i-Urdu into one, with a suitable introduction, a text book much required might be obtained.

Hindustani.

Persian.

47. In Persian Takikh-ul-Qavanin, if provided with an introduction, appears the most fitting book.

Arabic.

48. In Arabic it is scarcely necessary for this Committee to prescribe any course.

III.—Mathematics.

Arithmetic.

49. The great objection to all books on arithmetic published in England is that on the one hand they contain no exercises on Indian currency, weights and measures; while on the other they contain numerous exercises in foreign coinage of little practical use to the Indian school boy.

50. Bradshaw's Arithmetic, published in Madras, to some extent meets the case of Indian schools, but is constructed too exclusively on an English model. It might, however, in the absence of a special work, such as is required, be used in conjunction with Barnard Smith's School Arithmetic for advanced classes. The arrangement, in this book which introduces vulgar and decimal fractions before the compound rules is, we think, a highly desirable one. The Elements of Arithmetic for schools in India, published in Nelson's school series, does not contain this arrangement, but in other respects it would be useful to junior classes. But we are of opinion that no work exists which exactly supplies what is needed in regard to its scope and its illustrations. A book is required which combines the most approved method of English works on the subject with exercises suited to this country, some notice being taken of Native modes of computation, several of which are perhaps deserving of adoption; special rules and exercises for mental arithmetic are also desirable.

51. The same remarks apply to Vernacular arithmetics. In Kanarese Anka Ganita is an attempt to supply such a work. But it is not yet complete, and the examples need revision.

52. In Sanskrit schools arithmetic should be taught in the vernacular of the place, Kanarese or Telugu, as the case may be. At present the subject receives no attention in such schools.

53. In Hindustani schools an abridged edition of Zubdat-tul-Hissab may be recommended.

54. As works of reference for masters, the Kanarese, Telugu and Tamil translations of Colenso's Arithmetic and the Urdu translation of Barnard Smith's Arithmetic may be consulted.

Algebra.

55. Algebra, we are of opinion, should be nearly confined to advanced classes training for a University examination and taught in English. A work on this subject adapted to India is also a desideratum. Equally with the arithmetic it should contain examples taken from the country, and should include notices of the Native method of solving equations and problems, whether from the Bija Ganita of the Hindus or from the Jabra Mukkabila of the Muhammadans.

Geometry.

56. Elementary Geometry we consider might be more extensively taught than it is at present, and in combination with a little mensuration and even trigonometry. Euclid does not in our opinion furnish the most suitable text-book, but, from its being necessary for University examinations, cannot, under present circumstances, be set aside in college classes. But even in the University course we are of opinion that it would be a great advantage if an examination in Geometry were substituted for an examination in Euclid. We also suggest that Algebraical Geometry should form part of the course for the B. A. degree, and more especially Algebraic Conic sections. Too much stress is laid on Geometrical Conics. If possible the B. A. course should include some real training in Analytic Geometry.

57. A work like Lund's Geometry and Mensuration, in three parts, translated into the vernaculars with exercises adapted to the country, would be a valuable addition to the mathematical text-books available for Native schools.

58. Mixed mathematics have next to no place allotted them in school courses at present, which is a hindrance to the study of natural philosophy in schools and colleges. But this matter is in the hands of the Senates of the different Universities.

IV.—History.

59. The works on this subject now in use consist too much of an enumeration of names, events and dates, and this refers strongly to the elementary histories which are usually placed in the hands of beginners. However necessary a knowledge of such details may be for boys preparing for a public examination, they tend to make history dry and uninteresting. We consider that history should be written in a narrative and interesting style, treating the subject on a liberal basis, dealing with well marked periods rather than individual reigns, stating broad results, and commenting on cause and effect in national progress or decline. Ethnic facts and influences should be specially noted.

History of India.

60. For all schools in this country, Indian History is the most important. For the higher Anglo-Vernacular schools, we would suggest the preparation of a work, since none of those now in use comes up to the standard we propose. Dr. Pope's and Meadows Taylor's Histories of India are both in their way good; the former excels in arrangement, the latter in detail; but neither is quite the style of work we should like to see finally introduced. Neither of them is in fact a school book. For those of a lower grade a book is required somewhat in the style of Lord's Modern Europe, containing chapters on the most striking and eventful scenes of history, with an admixture of biographical anecdotes bearing on them.

61. A similar work in the Vernacular we recommend for use in the Native schools, while an introductory manual on the history of the Province we consider desirable for the junior classes.

General history.

62. After Indian History, we would bring into use a summary of general history, treated in a somewhat similar manner, special prominence being given to that of England, more particularly as regards its constitutional history.

63. Where the Histories of England, Greece and Rome must be separately read, we recommend the Student's Series, viz., the Student's Hume, Liddell's Rome and Schmidt's Greece.

V.—Geography.

64. In geography the class books being intended for use in the home schools, the greater portion is devoted to the geography of Europe. Many pages are filled with details relating to England, Scotland and Ireland, which however necessary

for the boys of those countries to know, are not so immediately necessary for an Indian school boy. We are of opinion that the boys of this country should first be taught the details of their own country and continent. None of the books now in use exactly come up to the standard we would propose, although many contain much that is good. We would therefore recommend the preparation of a new work, divided into the following parts, each complete in itself, and the whole forming one volume: (i) Introductory, *i. e.*, definitions and a general view of the subject; (ii) Indian, which should be given in much detail; (iii) General, containing the usual information given in Hughes and Cornwell; (iv) Physical, for which Maury's and Hughes' would be good models.

65. The Vernacular text-books would be translations of the above.

66. VERNACULAR MAPS.—An excellent map of the World in Kanarese is already in use in Mysore, and one of India is under preparation. We would add to this series a separate map of the Province; and, should it be found possible, would recommend the construction of some cheap kind of globe for Vernacular schools, as calculated to give the pupils sounder views of geography and the problems connected with the subject than can be gained by the use of plane maps only. Urdu or Hindustani maps are, we believe, procurable from Northern India.

VI.—PHYSICAL SCIENCE.

67. Recognizing the importance and value of scientific instruction, and sensible at the same time of the almost insuperable difficulties in the way of imparting it to Native students in their own languages, we venture to make certain proposals which in our opinion are calculated to pave the way for the general admission of such teaching into the schools of the country. It does not appear to us that this can be most readily effected at present by means of books; for the terminology of most scientific subjects is either wanting in the Native languages, or would be generally unintelligible, whether supplied by words derived from the Sanskrit or by the simple transliteration of European terms. Pictorial illustrations again we do not consider would be of much service, as the difficulty that Natives ordinarily find in comprehending them is a matter of general observation. We consider however that much good might be done by the appointment of a competent scientific lecturer who should carry a class of selected students through a course of experimental Natural Philosophy in English with the object of preparing them to become in their turn lecturers to their own countrymen in the Vernacular languages. From such a body of trained men there might be expected in course of time to emanate treatises in the varnaculars on scientific subjects popularly treated, which would not only be understood by the people, but be sought after by them. Meanwhile the European lecturer would be enabled to gain a knowledge of whatever Indian language was required, and it would be his duty to keep the scientific knowledge of his pupils abreast with the discoveries of the day, and to supervise their work generally whether in lecturing or in writing.

68. At present a certain amount of scientific information might be imparted in the advanced Reading Books, with lessons on sanitation and some of the principles of political economy.

VII.—MENTAL AND MORAL PHILOSOPHY.

69. MENTAL PHILOSOPHY.—In regard to the English metaphysical and logical treatises on the lists, we notice a deficiency in the omission of reference to the Oriental systems of philosophy. Thomson's Laws of Thought contains an appendix in which Hindu logic is treated, while in Victor Cousin's lectures and in Colebrooke's works—not to mention many more recent writers—admirable summaries of the tenets of Hindu schools are given. It seems to us that for Hindus the study of Metaphysics should include a view of philosophy from the stand-point of the Hindu system. Dr. Ballantyne's manuals are useful in this way.

70. MORAL PHILOSOPHY.—We cannot too strongly insist upon the necessity of some more systematic teaching of Moral Philosophy in the educational institutions in India. There are of course difficulties in the way; but without some foundation of moral teaching the benefit of much of the education given in schools and colleges is impaired.

VIII.—GENERAL.

71. SCHOOL MANAGEMENT.—For the use of normal schools and of the general body of schoolmasters, some work on the principles and method of teaching is required, adapted to the country. This is particularly a need of the Native Vernacular masters. The work we contemplate should contain very detailed notices of Native and indigenous methods of instruction, and give reasons which would be

deemed satisfactory by an intelligent Native for the rejection of such as are open to objection. It should at the same time shew an indisputable superiority in the methods recommended. Such a work does not, to the best of our knowledge, exist.

72. TRANSLATIONS.—The examination of certain translations of English books in use in our schools shews that several of them are in many respects ludicrous. We are of opinion that it is generally inexpedient to encourage the mere translation of books in their entireness into the Vernacular. If good English books could be written, and their substance transfused into the Vernaculars, much good would be done; but in most cases the translation is so literal and unidiomatic, so ill adapted to the purpose, and presents the book so obviously as a foreigner in an ill-made Native costume, that it is only calculated to corrupt and injure the Vernacular.

73. CHEAP BOOKS.—In many schools inferior text-books are used, because good ones are dear. We would suggest that the Government should undertake to publish large and cheap stereotyped editions of those works which are finally decided upon as the best. Nothing would assist the improvement of education so much as the issue of good books at a cheap rate. The present prices of the first rate class books are in some cases an insuperable bar to their introduction.

74. *Anglo-Indian Alphabet.*—The question of printing Vernacular books not only in the Native character but also in a thoroughly well digested Anglo-Indian alphabet is of importance. That simultaneously with the use of the Native character one alphabet for all India should be used seems to many desirable. This Committee is divided on the point: it is therefore merely indicated.

IX.—CONCLUSION.

75. *Summary* of *Proposals.*—To sum up, our proposals embrace the compilation of the following new books:

English.

Four Reading Books.
Grammar, do. with exercises in Vernacular for translation.
Arithmetic.
History of India. General History.
Geography.
School Management.

Kanarese.

Three Reading Books.
Histories and Geography—Translation of the English.
School Management do.

Sanskrit.

Introductory work.
Extracts from Magha and Naishadha. Expurgated editions of plays.

Hindustani and Persian.

Extracts of Gulistan and Bostan.
Expurgated edition of Zalikha.
Grammars.
Histories and Geography—Translations of the English.
School Management do.

76. The English higher Grammar, Arithmetic, Histories and Geography would be works adapted for use in all parts of India. Their preparation, therefore, might be an Imperial undertaking. Two methods of carrying it out present themselves,—either to offer prizes for general competition, and to select the best work produced, or to nominate persons with special qualifications in each branch of study to draw up the required works in their respective departments, with a fixed honorarium for each. In our opinion the latter plan is likely to prove most satisfactory.

77. The Vernacular translations of the Histories and Geography thus prepared could be made in the Educational Department without special machinery, but with some allowance as remuneration.

78. The expurgated editions of standard Sanskrit and Persian works might equally be published imperially for all India.

79. The Reading Books, both English and Vernacular, the Grammar with exercises for translation, and the work on School Management remain. For various reasons it seems desirable that these should be provincial compilations made on the spot, and adapted to the particular locality in which they are to be used. This work we would also recommend should be entrusted to especially qualified persons nominated for the purpose, and to be repaid for their services by an honorarium of suitable amount in each case.

80. School Book Committees.—Having regard to the inevitable changes which must take place from period to period in educational systems and appliances, we would suggest that a School Book Committee similar to the present should be appointed from time to time under each Administration for the purpose of revising at certain intervals the courses of study pursued in schools, and advising in the matter of changes to be made in school books or principles of instruction. This system would probably prevent the standard of instruction in any district from falling behind the age, and ensure a steady progress which should keep pace with the requirements of the time.

81. Vernacular Literature.—The creation of a pure Vernacular Literature for those who having passed through the schools are desirous of improving their minds or indulging in literary recreations, appears to this Committee to be a question not foreign to their deliberations. The works to which an educated Native intellectually inclined is now forced to turn are generally adapted more to corrupt the imagination than to stimulate thought and benefit the mental powers. At the same time the ancient standard literature has so high a prescriptive reputation that modern works stand little chance in competition.

82. It therefore appears to us that popular editions, freed from all objectionable passages, might in the first instance be published of many old works, some of which exist now only in manuscript, but whose names are known only to the learned. We would next propose free translations of travels, specially those of Hindus or Asiatics visiting Europe, when procurable. The diary of the late Rajah of Kapurthala and of the Shah of Persia might, when published, be found appropriate. Judicious extracts from Vambery's and Palgrave's books would be of great interest to Muhammadans. While the numerous works of African travel, from Livingstone and Baker to Stanley, offer much that would not be too remote from the experiences of a Native of this country.

83. In course of time we anticipate a demand arising for popular works of science, and have already indicated our views alike as to the mode of originating the demand and of supplying it.

L. RICE,
Offg. Director of Publ ı. } *President.*

J. S. F. MACKE
Assistant ɔr. } *Secretary.*

G. U. POPE, D. :
Warden of Bish ɔhools.

C. RUNGACHARLU,
Comptroller of the Palace.

T. R. A. THUMBOO CHETTY,
Judicial Assistant Commissioner.

MAHOMED ALI,
Assistant Commissioner. } *Members.*

H. NARASIMMIAH,
Pesh Imam, Suni Jamad.

قاضي شاه عبد القدوس قادري.
Proprietor, Vichara Durpana Press.

A. SREENIVASSACHARY,
Pleader.

Bangalore;
The 27th September 1873.

APPENDIX.

Language—Reading Books.

Language.	No.	Name of Book.	Remarks.
English ...	1	First Book ... 36th thousand, 1871 Mysore Government Press.	Unsuitable in matter and arrangement. Many allusions far above a school boy. Some of the lessons, viz., No. 18 on the ship and No. 55 on the bee-hive, might be replaced by others on subjects more familiar to an Indian school boy.
	2	First Catechism ... Christian Vernacular Education Society.	Faulty in grammar; requires thorough and minute revision. Many of the lessons quite unsuited for an Indian school boy. See lessons 8, 14 and 15.
	3	First Book, English and Kanarese 3rd Edition, 1871 Bangalore Tract and School Book Society.	Many of the lessons unsuitable and some absurd. See lesson 11, 22.
	4	Second Book ... 3rd Edition, 1870 Mysore Government Press.	Somewhat childish towards the beginning. Lists of words for spelling are now generally condemned. Contains scarcely any good lessons.
	5	Second Book of Lessons, Indian School series, 1870.	Unsuited in its allusions for an Indian school book. The religious instruction would not do for a Government text-book. Lessons I. to V., p. 19, 74, 47 and 54.
	6	Second Book and Sequel No. 2 Irish Series.	Far better than above. Some allusions may be objected to in Government schools. (See p. 19 to 28 in Second Book and 14 and 43 in Sequel.)
	7	Third Book ... 2nd Edition, 1865 Mysore Government Press.	The style of the book too difficult. Allusions which an Indian boy would find some difficulty in understanding are constantly to be found. (See p. 23, 36, 86, 92, 123 and 190.)
	8	Third Book ... Christian Vernacular Education Society.	Weak, betrays symptoms of haste in compilation (see lesson 18). Some of the religious teaching is peculiarly weak.
	9	Third Book ... Irish Series.	Objectionable as a Government text-book on account of the Scripture history it contains. Lessons on grammar and geography are out of place. Generally unsuitable.
	10	Fourth Book ... Christian Vernacular Education Society.	Good; but rather weak, and the English not very classical. The poetry is poor.

READING BOOKS,—continued.

Language.	No.	Name of Book.	REMARKS.
	11	Fourth Book ... Irish Series.	Very good, and contains much valuable material; but the greater part of the book is given to descriptive geography. Objectionable as a Government text-book on account of the sacred history
	12	Fourth Book of Lessons, School Series, 1864.	Unsuitable as a school book for Indian boys.
	13	Supplement to Fourth Book Irish Series.	An exceedingly good book, but a few lessons not adapted to India. Some Scripture readings not admissible.
	14	Fifth Book ... Christian Vernacular Education Society.	Inferior to the Dublin Fourth Book. Contains a few good lessons, but much Christian teaching of a rather weak kind. The book seems to have been hastily put together.
	15	Advanced Reader ... Nelson's School Series, 1866.	A very useful selection. Very *far advanced.* Poetry of exceedingly difficult kind. Chiefly represents modern writers.
	16	Manual of Conduct ... 2nd Edition, 1872 Mysore Government Press.	Good on the whole, but some of the illustrations require adaptation to this country (see p. 56, 85, &c.); while other parts are too difficult for school boys (see lesson 41).
	17	McCulloch's Course of English Reading.	A good book, contains many useful lessons.
	18	Ditto · ditto, Introduction to.	Has a peculiarity in lessons with blanks to be filled in.
	19	Select English Poetry .. 2nd Edition, 1873 Mysore Government Press.	Good, but portion on paraphrasing might be revised.
	20	Macleod's 2nd Political Reading Book 4th Edition, 1853.	A good collection. Notes and headings very useful. But the religious pieces would prevent its use in Government schools.
	21	Girls' English Reading Book.	A remarkably well arranged book for its purpose. For use in zenana schools might be a little revised. A great variety of useful information.
	22	Reading Book for Female Schools Irish Series.	The prose lessons very good, but the introduction of poetical pieces objectionable.

READING BOOKS,—continued.

Language.	No.	Name of Book.	REMARKS.
English ...	23	Child's Guide to knowledge By a Lady 46th Edition, 1872.	A catechism; very shallow, and treats generally of matters foreign to India.
	24	Vocabulary ... in English and Kanarese	A help to Natives learning English.
	25	Watt's Catechism ...	A religious work.
	26	Spelling Book ...	Not of much practical use.
	27	Do. Carpenters	
	28	Do. Assistant to do.	
	29	Do. Mavor's.	
	30	Do. superseded ... Sullivan's.	A useful book of reference.
	31	Cornwell's Young Composer.	Very useful book.
	32	Morrell's Composition ...	Do.
	33	Chamber's Etymology...	A good master's book.
	34	Angus' Hand-book of English Language.	Very useful for all students of the language.
	35	Ditto ditto Literature	Much material for reading books.
	36	Students' Specimens of English Lauguage	
	37	Ditto ditto Literature.	
	38	Bain's Composition and Rhetoric.	A good book for college classes.
	39	Dalgleish's Composition	A very good and well arranged work.
Latin ...	1	Henry's First Book ... 20th Edition, 1868.	Very useful in many ways, but out of date. Inferior to Kennedy's Subsidias. Not any sufficient and systematic teaching of Syntax rules.
	2	Subsidia Primaria I.	A very useful series of exercise books on the Public School Primer. This admirable series will probably supersede every other.
	3	Do. II.	
	4	Do. Secunda ...	
	5	Do. Tertia ...	
		By Dr. Kennedy ...	
Tamil ...	1	First Book ...	A very good set of readers. By combining the Government Series with that of the Christian Vernacular Education Society, a better series might be obtained.
	2	Second do. ...	
	3	Third do. ...	
	4	Fourth do. ...	
		Madras Government Series.	
	5	Catechism ...	A Christian book.
	6	Abridgment of Tiruvalluvar.	Though not objectionable the Anthology is better.

READING BOOKS,—continued.

Language.	No.	Name of Book.	REMARKS.
Tamil,contd.	7	Katha Manjari ...	Is a collection of stories, many of which are ancient in substance but very recent in form. They are partly of Muhammadan and partly of Hindu origin. The Tamil is by no means pure. The book is not classical. Many of the stories are not fit for children to read. And as a whole it is not a book from which a student could glean a single idea likely to be of use to him. To Europeans learning the language it is useful, and for them it was compiled. It is not generally used as a class book, and is quite unfit for such use.
	8	Panchatantra ...	The Tamil Panchatantra is a free translation or adaptation of the Sanskrit Hitópadésa. This book is used in nearly all the vernaculars of India. The Tamil translation was made from the Mahratta by Tándavaráya Modaliar in 1825 for the Madras College as a text-book for Europeans studying Tamil. It is not a good school book. In omitting the verses or paraphrasing them the work loses its beauty, and is immeasurably inferior in style to the Sanskrit. It has three great faults as a school book—(1) there is no information imparted in it; (2) the examples of low cunning with which it abounds are calculated to be positively injurious to youthful minds; (3) it abounds in impurities. The best portion—the acquisition of friends—is in Dr. Pope's prose reader.
	9	Minor Poets ...	A very good book. A few stanzas and lines are open to objection. We would point out p. 2, line 16; p. 4, line 56; p. 7, line 5; p. 8, line 26 and 28; p. 8, line 7; p. 31, 23, &c.
	10	Anthology ...	Good, carefully expurgated.
	11	Attisuvadi ...	See this book, as edited in "Minor Poets", with objections noted there.
	12	Arunagiri Andadi ...	A sectarian Hindu work connected with the sacred hill Arunagiri, and the legends of the place and worship there. A few parts are decidedly objectionable.
			None of these are of any use as school books. There is no real geography or science in them, and a few doubtful maxims are interspersed with things which are reprehensible.
	13	Jnana Unerthutal ...	Do. do. do.

READING BOOKS,—continued.

Language.	No.	Name of Book.	REMARKS.
Tamil,—concld.	14	Nannari	Good, probably a Jain book; might be used in selections of moral verses.
	15	Tirvaimori ...	A sectarian Hindu book, the Vaishnava Veda. Not a school book, but an interesting work.
	16	Vaikundul ...	Do. do. do.
	17	Paramatha Guru ...	A Roman Catholic book satirizing gurus, not suited for general use. Said to be by Beschi.
	18	Old Testament Stories ...	Christian. Meagre.
	19	Bible Stories ...	Do.
	20	Æsop's Fables ...	A fair translation.
	21	Pope's Prose Reading Book.	Selections of fables from Nala and other Tamil books for English students learning Tamil.
	22	Umoyagar Agaval ...	These books are not school books, and cannot be used in schools without expurgation. In Government schools objection would be made to them as containing religious matters belonging to various systems of Hinduism; in grant-in-aid schools even carefully edited editions only could be used. Extracts from several of these are in the minor poets in an expurgated form.
	23	Tirukoravai ...	
	24	Padittu Patandadi ...	
	25	Tiruvasagam ...	
	26	Condraivenden ...	
	27	Vettiverkai ...	
	28	Pen Mati Malai ...	
	29	Nalvali ...	
	30	Kasi Kandam ...	
	31	Matar Pati ...	
	32	Balabodagam ...	A useful book, from which selected passages might be taken.
	33	Nitinerivillakam ...	A good book of moral poetry. Mostly unobjectionable.
Kanarese...	1	First Book ... 1868 Mysore Government Press.	The combination of letters too numerous. Some of the lessons treat of subjects with which an Indian boy is not familiar. The work is generally unsuited. We recommend a new work being prepared.
	2	First Book ... 9th Edition, 1871 Bangalore Tract and School Book Society.	Combinations of letters and bare lists of words too numerous. Easy intelligible sentences not introduced early enough.
	3	First Book ... Mangalore Mission Press.	A work on an improved system. Some of the expressions are provincialisms of the Western Coast.
	4	First Catechism ...	Unsuited for Government schools Is a religious work.

READING BOOKS,—continued.

Language.	No.	Name of Book.	REMARKS.
Kanarese,—contd.	5	Second Book ... 3rd Edition, 1872 Mysore Government Press.	Requires revision; some of the lessons given not being sufficiently instructive, and some treating on subjects not familiar to Natives. Part I., Lesson 20; Part II., Lesson 8, 14, 15, 18 and 22, 26.
	6	Second Book ... 2nd Edition, 1861 South India Christian School Book Society.	A very miscellaneous collection of lessons, wanting in arrangement. The religious pieces are not judiciously introduced.
	7	Second Book ... Mangalore Mission Press.	Contains some good lessons, but the style of the Kanarese is in many places not idiomatic.
	8	Second Catechism .. South India Christian School Book Society, 1860.	A religious work. Taken from the the English.
	9	Third Book ... 1871 Mysore Government Press.	This book contains some useful and instructive lessons well adapted to schools, but wants arrangement. A few lessons are recommended to be omitted as not being sufficiently instructive and some being unsuited to young readers. Lessons 40, 72, 118, 125, 129, 131, 133, 136, 144, 146 and 149.
	10	Third Book ... 2nd Edition, 1869 Bangalore Tract and School Book Society.	Unsuited as a Government text-book. The Third Book published at the Mysore Government Press is preferable to this.
	11	Katha Manjari ... 3rd Edition, 1871 Mysore Government Press.	Bunch of stories. Is quite unsuited for students. Condemned as a work tending to encourage trickery and cunning. Was prepared for examinations of European officers.
	12	Katha Sangraha ... 3rd Edition 1871 Wesleyan Mission Press, Bangalore.	Kanarese selections. Unsuited as a class book; the work being intended to assist Europeans in acquiring a knowledge of Kanarese.
	13	Katha Mala ...	This is a selection of Scripture stories in simple poetry. Is adapted to beginners, the style being easy and comprehensive; the only objection that could be urged against its use in Government schools is that a good deal of instruction on the Christian religion is indirectly imparted.
	14	Katha Saptati ... 2nd Edition, 1872 Mysore Government Press.	Seventy stories. Requiries revision, Stories Nos. 11, 19, 23, 43, 49, 54, 55, 59 and 69 are recommended to be omitted, some of them not being

READING BOOKS,—continued.

Language.	No.	Name of Book.	REMARKS.
Kanarese,—contd.			sufficiently instructive, and some having a tendency to encourage trickery and cunning.
	15	Line upon Line, or Bible Lessons, 1864 Wesleyan Mission Press, Bangalore.	A religious work.
	16	Minor Poetical Anthology 2nd Edition, 1868 Mangalore Mission Press.	Not quite suited for beginners. The arrangement is faulty, and the verbal alterations and spliting up of words injudicious.
	17	Pancha Tantra ... 2nd Edition, 1865 Mysore Government Press.	Is a thoroughly expurgated edition. Only one or two passages here and there require revision. Page 19, lines 3 and 4; page 113, lines 13 to 20.
	18	Hindu Matha Parikshe...	Not adapted to Government schools, being a controversial work containing an exposition of Hindu deities and their attributes as compared with the attributes of the true God and the excellencies of the Christian religion.
	19	Nala Charitre ...	Good, but description relating to Damayanti objectionable. Requires revision.
	20	Hari Kirthanegalu ...	Is unsuited to schools, being altogether a religious work.
	21	Padya Sara ... 2nd Edition, 1872 Mysore Government Press.	Is a good selection of Kanarese poems, and should be introduced into schools along with its commentary the Padya Sára Prakáshike.
	22	Somesvara Sataka ... 1872 Wesleyan Mission Press.	This is a good book of morals, but some of the verses require revision as they inculcate the doctrine of fatalism, and contain allusions to the captivating charms of women, and the difficulties of men in withstanding or overcoming them. See verses 9, 13, 17 and 19.
	23	Jaimini Bharata ...	A poem on an episode in the Mahá bhárata on the horse sacrifice. Unsuited as a class book, but highly valued by scholars for its beautiful Kanarese.
	24	Bhagavat Gita ... 1870 Mysore Government Press.	The Sanskrit text, with Kanarese translation. Quite unsuited as a class book, as it contains an elaborate exposition of the pantheism of

READING BOOKS,—continued.

Language.	No.	Name of Book.	REMARKS.
Kanarese,—concld.			the Hindus, and inculcates doctrines condemned as fallacious and considered pernicious in their effects. This book is remarkable for the excellency of its style and the purity of the language used, but it is condemned for reasons assigned above.
	25	Dasara Padagalu ...	Hymns on moral subjects. Generally unobjectionable.
Telugu ...	1	First Book ...	Well suited for beginners. Contain no objectionable lessons.
	2	Second do. ...	
	3	Niti Sangraham ...	75th paddyam or verse is recommended to be omitted, as it encourages lying in certain cases. This book contains excellent moral lessons. Well adapted to be a class book.
	4	Sumati Sataka ...	Only two paddyams or verses out of this work are recommended to be omitted on the ground of indecency—48th and 68th paddyams or verses. This book contains good moral lessons. Well suited as a class book.
	5	Nala Charitre ...	The style no doubt is very good, but on other grounds the book is unsuited as a text-book. It contains several passages which have a demoralizing tendency and are calculated to excite sensual feelings: it further recognizes the doctrine of fatalism.
	6	Rukmini Kalyanam ...	Good reading book. Description relating to Rukmini requires revision, as minute description of the person of a female is objectionable on the score of indecency.
	7	Adi Parvam ...	First book of the Mahábhárata.
	8	Pedda Bala Siksha ...	A thoroughly Native work, containing a miscellaneous and confused collection of lessons, with barbarous pictorial illustrations.
	9	Vighnesvara Dandakamu	Poem in praise of Ganésha.
	10	Garudachalam ...	A poem in praise of the temple of Vishnu at Garudáchalam in the Telugu country.
Sanskrit.	1	Bhasha Manjari ...	Simple and polite conversations for the use of beginners. Subject.—A Brahman from Conjevaram goes to a king Subuddhi in

READING BOOKS,—continued.

Language.	No.	Name of Book.	REMARKS.
Sanskrit,—contd.			Kalinga, who questions him as to who he is, whence he came, what countries he passed through, &c.
	2	Bharavi ...	A poem by Bharavi, also called the Kiratarjuniya. The subject is the penance of Arjuna in the Himalayas in order to obtain the Pasupatastra weapon, his encounter with Siva disguised as a hunter, and subsequently obtaining the desired boon. The book is valued for its poetical conceits and skilful play on words. The story of Arjuna and Rambha objectionable.
	3	Bharata Champu ...	A bridgement of the Mahábhárata by Ananta Bhatta in mixed prose and poetry. Abounds in satirical expressions and hyperbole. Certain parts objectionable, as the conversation in spring between Pandava and his wife Madri, the performance of a gandharva marriage between Bhima and Hidimbi, the seizure of Draupadi by Kichaka, &c.
	4	Bhartri Hari ...	Poem in three sections,—(1) Morality; (2) Love or passion; (3) Renunciation of the world— (1) Treats of learning, bravery, liberality, the good and evil, courage, &c. (2) Treats the dispositions of women, the enjoyments of youth, aversion from all kinds of pleasure, description of the six seasons. (3) Treats rejection of animal pleasure, condemnation of begging for livelihood, discrimination as to finite and eternal in temporals and spirituals, the life of an anchorite, homage to Siva, dwelling in a state of nudity in solitary places as devotional. The second and great part of the third sections objectionable. The first section very good.
	5	Champu Ramayana ...	An abridgment of Valmiki's Ramayana by Bhojah Rajah, except the last canto, which is by Lakshmana. Its style is simple and well adapted for students entering on the course of Champu, or mixed prose and poetry. With the exception of a few parts as the story of Ahalya and Gautama, Ravana's midnight visit to Sita in Lanka, &c., generally unobjectionable.

READING BOOKS,—continued.

Language.	No.	Name of Book.	REMARKS.
Sanskrit,—contd.	6	Hitopadesa ...	See remarks on Pancha Tantra in Tamil list.
	7	Kumara Sambhava ...	The birth of the War God (Kumara, the son of Siva) by Kalidasa. The general subjects are: The birth of Parvati on the hill Himavant, her nurture, description of her person; Siva in a state of penance, being assaulted by Manmatha, destroys him by opening the eye in his forehead; grief of Rati, his consort; marriage of Siva and Parvati; birth of Subramanya or Kumara. By far the greater portion treats of subjects which unfit it for school use.
	8	Magha ...	A poem by Magha on the expedition of Krishna against Sisupala. Contains a description of Revatagiri, where Krishna's army encamped, his sports with women in the water and similar subjects. Of the 20 sargas, from the 6th to the 12th, of a most indecent character. The rest abounds in moral passages of great beauty. An expurgated edition required for Sanskrit schools, in which this book is universally read. The popular saying is that any one who has studied nine sargas of the Magha will never meet with a new word as long as he lives.
	9	Megha Sandesha ...	The Megha Duta of Kalidasa. Has been translated into English by H. H. Wilson, but not quite so innocent in meaning as represented by that great scholar. The whole is a description of the feelings of separated lovers. Quite unfit for school use.
	10	Nilakantha Vijaya ...	An abridgment of an episode in the Mahábhárata, the swallowing by Siva of the poison produced at the churning of the sea. A champu work or mixed prose and poetry. The description of Devaloka in the first ashvasa grossly indecent. The rest of the work generally unobjectionable.
	11	Naishadha ...	The story of Nala by Sri Harsha. Contents.—Description of Nala, his capture of the swan, description of Damayanti, the swan's going to her residence, its description of Nala to her, her love for him, Narada goes to Indra to impede the match, &c.

READING BOOKS,—continued.

Language.	No.	Name of Book.	REMARKS.
Sanskrit,—contd.			An exceedingly popular book, but much of it unfit for school use, being devoted to highly-coloured descriptions of love. About 1,000 stanzas of unobjectionable character might be selected for school reading.
	12	Prasanna Raghava ...	A play, by Jaya Deva, on incidents from the Ramayana.
	13	Raghuvamsha ...	Poem by Kalidasa. The history of the kings of the Solar race, and specially of Rama. Generally unobjectionable, and of an easy style suited to beginners.
	14	Samskrita Pradarshini ...	An epitome of the Ramayana, suited for beginners, with translation and grammatical notes in English and Kanarese.
	15	Shakuntala ...	The play by Kalidasa translated by Sir W. Jones A king Dushyanta, while out hunting, sees Shakuntala in a hermitage, and falls in love with her, after a gandharva marriage deserts her, &c. The birth and subsequent acknowledgment of Bharata.
	16	Visvagunadarsha ...	A discourse between two Gandharvas, one abusing, and the other praising various gods and places, viz., the Sun, Narayana, Badarikasráma, Kasi, Ayodhya, Ghurjara, Maharashtra, Karnata, Yadava, Andra, Kanchi, Chola, Pandya, Siva, Vishnu, and other gods. The four castes, Chandalas, Bhagirati, Kaveri, and other rivers. For the Tengales of Conjeveram there is abuse alone, the author Venkatachetiya being a Vadagale. Popular on account of its repartee, but of slight value for educational purposes
	17	Bhagavata Champu ..	An abridgment in prose and verse of the Bhagavata Purana. The chief subjects are the incarnation and glory of Vishnu and the birth and adventures of Krishna. Many parts objectionable.
	18	Bala Bodha ..	A first book in Sanskrit compiled in 1871 by Subrammanya Shastri. The subjects introduced are very miscellaneous. This and a general want of methodical arrangement are the principal objections. As regards language it is a good book for beginners

READING BOOKS,—continued.

Language.	No.	Name of Book.	REMARKS.
Sanskrit,—contd.	19	Kiratarjuniya ...	The same as Bharavi.
	20	Nalodaya ...	The story of Nala and Damayanti by Kalidasa, see remarks on Naishadha.
	21	Murari ...	Also called Anargha Raghavam, the story of the Ramayana dramatized, by Murari. Full of studied intricacies in language. An abstract has been made by H. H. Wilson.
	22	Vikramorvashiya ...	A play by Kalidasa. Urvasi, a courtezan of Indra's heaven, is seized by the enemies of the Devas; their conquest by a king named Pururava, who releases Urvasi; falls in love with her, performs a gandharva marriage, &c.
	23	Malavikagnimitra ...	A play by Kalidasaa. The story is similar to that of Malati Madhaviya.
	24	Prabodha Chandrodaya...	A play by Krishnamisra. Personifications of virtues and vices as men and women, intended to teach the Adwaita doctrines.
	25	Jivanmukti Kalyana ...	The duties and virtues of a perfect ascetic.
	26	Mudra Rakshasa ...	A political drama. Chanikya, Minister of Chandragupta, obtains possession of the seal of Rakshasa, Minister of the late king Nanda, and by the surreptitious use of it gains over Rakshasa who was advancing against the country with a large army. Translated by H. H. Wilson.
	27	Janaki Parinaya ...	A play on the marriage of Rama and Sita, and other incidents of the Ramayana down to the destruction of Ravana. Some parts very objectionable.
	28	Bhatti Kavya ...	By Bhatti Kavi. The birth and history of Rama, his marriage with Sita, &c. The object of the work is grammatical, to examplify the greatest number of Sanskrit roots in memorial verses.
	29	Veni Samhanana ...	A play by Agnikavi. It is also called Veni-Samhara. The story is the slaying of Duryodhana by Bhima in revenge for the insult offered by the former to Draupadi by untying her *veni* or chignon. An abstract has been made by H. H. Wilson.

READING BOOKS,—continued.

Language.	No.	Name of Book.	REMARKS.
Sanskrit,—concld.	30	Uttara Rama Charitra ..	A play by Bhava Bhuti. A work full of splendid descriptions. The subject is the sequel of the Ramayana, in which Rama condemns himself for the banishment of Sita. Translated by H. H. Wilson.
	31	Malati Madhaviya ...	A play by Kalidasa. Describes a contest between the pupils of two dancing masters before a king, who falls in love with one of them, &c. Translated by H. H. Wilson.
Hindustani	1	Pahili Kitab ...	First book. Requires entire revision. Arrangement might be improved.
	2	Talim Nama, I. and II...	A popular and valuable school book.
	3	Ikhvan-us-Safa ...	This is an imaginary law-suit between men and animals, who each in turn prove their special fitness for the purposes for which they were created. In a new edition the following passages should be omitted on account of indecency : Chapter 3, near the end, where the sin of Sodom is mentioned. Chapter 4, the mule's speech. Chapter 23, in the list of diseases to which men are subject, two are mentioned which school boys need not know.
	4	Char Darvesh ...	Or Bagh-o-Bahar. More suited for foreigners learning the language than as a school book for Muhammadan boys ; we would omit it as a school book.
	5	Gulistan ...	See remarks on Persian version.
	6	Tota Kahani ...	Tales of a Parrot. The style of the book is good ; the sentences are short and sparkle with wit or drollery. Remarkably free from the grand pomposity which disfigures so many Hindustani books. Yet so many of the stories told are unfit for school boys that we would recommend its being omitted from the list of school books.
	7	Zalikha ...	*Vide* remarks on same work in Persian.
	8	Khissa e Hudhud ...	Tales of a Hoopoe.
	9	Mirat-ul-Arus ...	The Bride's Looking Glass. A work for girls' schools by Nazir Ahmed Sahib, which obtained a reward from the Government of the

READING BOOKS,—continued.

Language.	No.	Name of Book.	REMARKS.
Hindustani, —concld.			North-Western Provinces. Should be divided into sections or chapters with headings.
	10	Sirat-ul Islam ...	The Bridge of Islam. A religious work. If used as a school book an expurgated edition necessary. Contains passages unfit for school boys.
	11	Sirat-un Najat ...	The way of salvation. About half of the book consists of Arabic quotations. Some of the subjects discussed are unfit for school boys. If used as a school book an expurgated edition absolutely necessary.
	12	Zavajir ...	Forbidden things. A religious work, but too filthy for use. We would prohibit its use in any school receiving Government aid.
Persian ...	1	Akhlakh i Mohsini ...	A treatise on morals. Is interspersed with pleasing tales and scraps of poetry in illustration of the virtues enumerated. Contains nothing indecent.
	2	Anvari Soheli ...	The Lights of Canopus. Is the Persian version of Pilpay's Fables and the Hitópadésha. Contains a collection of prudential maxims illustrated by numerous stories, some of which are unfit for young people. The style is truly Oriental, abounding with tropes and figures, and often little more than empty verbiage. Not approved of as a school book for general use.
	3	Bostan ...	The Flower Garden. This book by Sadi is, like his Gulistan, a miscellaneous collection of stories, maxims and old saws illustrated by quotations from the ancients. It is all in verse. The 3rd chapter "on sexual love" discusses subjects which are quite unfit for school boys.
	4	Divan i Hafiz ...	Poems. The peculiarity of this class poems is that the rhymes end in regular succession with all the letters of the alphabet, beginning with alif. The 119th Psalm in Hebrew and a few others are constructed on the same principle. The subjects celebrated in all these Divans are the pleasures of wine and women. For this reason these books should be banished from our schools. A selection might be made of such poems as boys may read without injury.
	5	Divan i Gani ...	
	6	Divan i Nasir Ali ...	

READING BOOKS,—concluded.

Language.	No.	Name of Book.	REMARKS.
Persian,—concld.	7	Gulistan ...	The Garden of Roses, by Sadi. The fame of this book has spread over Asia and Europe also, and it is very popular in this country. It consists of short stories both in prose and verse, and is varied by numerous proverbs, maxims and witticisms. Chapters 5 and 6 at least are unfit for school reading, but the book might be retained if an expurgated edition were used.
	8	Gulzar i Dabistan ...	Rose-bed of the School.
	9	Hikayat Latifa ...	A collection of 76 stories—some droll, others indelicate. Teaches a false morality, and is worthless as a school book.
	10	Karima ...	Also called Pand Nama; book of counsels. A little work by Sadi on morality. In great repute, and generally unobjectionable.
	11	Mifta-us-Salat ...	Key of Prayer. A religious book on the various ceremonies necessary to constitute prayer orthodox, and with Arabic quotations in support of the statements. Some of the details unfit it for juvenile reading.
	12	Nam e Haq ...	The True Name. A similar work, to which the same objections apply.
	13	Sikandar Nama ...	An extravagant romance on the life of Alexander the Great. Objectionable as a school book.
	14	Takmil-ul-Iman ...	Complete Faith. A religious work; contains subjects unsuited for school reading.
	15	Zalikha ...	A love story relating to Joseph and Potiphar's wife, something in the style of Richardson's Pamela. Chapter I. is a voluptuous description of Zalikha's beauty, including all parts of her body, and is in the highest degree indelicate. The work as a whole is quite unfit for a school book, but selections of great beauty and unobjectionable in character might be made from it. It is a great favourite with Muhammadans.
Arabic ...	1	Hashiyi Abdul Gani...	Religious.
	2	Sharhe Tahazib ...	
	3	Do Vikhaya ...	

GRAMMARS AND DICTIONARIES.

Language.	No.	Name of Book.	REMARKS.
English ...	1	Sullivan's Grammar ... 103rd Edition, 1872.	An attempt to simplify English Grammar. A good work, but style and arrangement inferior to newer works on a better system. The whole nomenclature and paradigms of the verb are on the old system—see page 62, &c. The syntax requires to be entirely remodelled. A comparison with Bain's or Hiley's in regard to, say, *conjunctions* would satisfy any teacher.
	2	Lennies' ... 67th Edition, 1869.	Do., but inferior to No. 1. A vast heap of exercises swell the book, which is meagre in the extreme. Conjunctions are disposed of in 14 lines—see page 53.
	3	Introduction to ... for young children 3rd Edition, 1862. Indian School Series.	Very unsuitable. A catechism stiff and difficult. Question on page 4—Are all animals, vegetables, and minerals Nouns? Answer—Yes, because they are all names! The account of adjectives is essentially defective. Every page exhibits gross errors.
	4	Grammatical Primer ... Stereotype Edition. Christian Vernacular Education Society.	Style and arrangement inferior to newer works on a better system. The old arrangement of tenses is preserved; syntax is taught without analysis. Definition of a preposition—"*A preposition is a word which shews how a thing is placed.*" Its statements are throughout defective.
	5	Allen and Cornwell's School 39th Edition, 1867.	Very good, but the want of analysis considered a defect. If this could be used, its best parts taken, it would help a compiler.
	6	Irish Series Grammar ... 1871.	Style and arrangement inferior to newer books on a better system. The analysis is very inferior—see page 96, &c. It contains prosody. This is not needed here. The old defective paradigms of verbs are retained. It is neither full enough for a higher grammar nor short enough for a lower one.
	7	Morell's Grammar and ... Analysis, New Edition, 1870.	Not sufficiently full. The analysis is good, but inferior to Bain. Its deficiencies are more striking in the verb than anywhere else, but every subject is slurred over.
	8	Hiley's ... 22nd Edition, 1871.	The chief objection to this work is its price. It might be amended from Bain in regard to verbs, &c.

GRAMMARS AND DICTIONARIES,—continued.

Language.	No.	Name of Book.	REMARKS.
English,—concld.			A fuller analysis—see page 110, &c.—would be desirable. Its arrangement is good. It has judicious exercises. It is very complete, quite adapted to the highest Native schools.
	9	Bain's First ... 1872.	Most useful, but arrangement might be improved and simplified.
	10	Bain's Higher ... New and revised Edition, 1872.	A comparison with Hiley's (No. 8) would shew how much each would help the other. Capable of improvement as to arrangement. Want of good index a defect. If Nos. 5, 7, 8, 9 and this could be digested into one work, graduated and carefully edited, we should have a perfect manual.
	11	Bain's English Composition and Rhetoric, 1869.	The same remarks apply to this work.
	12	Manual of ... Stereotype Edition Christian Vernacular Education Society.	This is the best of the smaller grammars, and well adapted to the younger classes. It would be improved by a careful collation with Bain's smaller Grammar, from which it might receive much improvement. It is the most valuable of the C. V. E. S. publications. It is perhaps made to include too much—see page 112, "Style"; while analysis is too briefly handled.
	13	Abbott's Shaksperian ...	This is exceedingly valuable. The Elizabethan English is of course the main subject. The material would help the Grammar we recommend. It is not adapted for use as a school book. It is a student's and master's reference book.
Latin ...	1	Eton ...	Style and arrangement behind the age. This will be evident to any one comparing it with the new Latin Primer.
	2	Latin Grammar ... A. M. D. G. 2nd Edition, 1870.	Used in Roman Catholic Schools. It contains the facts of Grammar, and is an elementary book. Compare with Kennedy's Accidences.
	3	Public School Latin Primer ...	Well suited for school use, and up to scholarship of the day.
	4	Do. do. do. Grammar ...	
	5	Subsidia Primaria, Part I. A first companion exercise book.	

GRAMMARS AND DICTIONARIES,—continued.

Language.	No.	Name of Book.	REMARKS.
Latin,—concld.	6	Subsidia Primaria, Part II. A second companion exercise book	Well suited for school use, and up to scholarship of the day.
	7	Kennedy's Child's Latin Primer Or first Latin Lessons adapted to the Public School Latin Primer.	
	8	Child's Latin Accidence Exercises from Kennedy's Child's Latin Primer.	
Kanarese...	1	First Catechism of ... 4th Edition, 1872 Mangalore Mission Press.	Neatly got up, but too meagre. English system of punctuation out of place in such a work—see p. 7.
	2	Shabda Mani Darpana... 1868. Mysore Government Press.	Grammatical manual of ancient Kanarese literature. Fails in not employing the old Kanarese letters, and is inferior to the Mangalore edition of the same work.
	3	Vagvidhayini ... 2nd Edition, 1870. Mysore Government Press.	A good school grammar, containing an appendix on old Kanarese.
	4	Campbell's Elements of... 6th Edition, 1865. Bangalore Tract and School Book Society.	Style and arrangement defective.
	5	Amara Kosha ... 1873. Mysore Government Press.	With meanings in English and Kanarese an edition specially adapted to schools.
	6	Kanarese ... English Translator Mangalore Mission Press.	The idea of this book is a good one, but the execution is poor. The vocabularies are often erroneous, and the sentences for translation are not well selected.
Telugu ...	1	Seshaiya's ... 4th Edition, 1870.	A fair elementary work.
	2	Venkaiya's ... 4th Edition, 1872.	Compiled from the Andhra Sabda Chintámani. A work similar to the foregoing.
	3	Amara Kosha ...	Useful and extremely popular works of reference.
	4	Andra Nama Sangraha...	
Tamil ...	1	Pope's First ...	Is a simple catechism of essentials.
	2	Do. Second ...	Is an enlargement of the First, and in addition contains Tamil prosody.

GRAMMARS AND DICTIONARIES,—continued.

Language.	No.	Name of Book.	REMARKS.
Tamil,—concld.	4	Pope's Third ...	This work embraces the whole range of Tamil Grammar as taught by Native grammarians, and has the Native authorities appended, with copious examples from classical authors, vocabularies and indexes.
	5	Nannul 2nd Edition, 1864. ...	This is the well known standard grammar among the Tamilians.
Sanskrit ...	1	Siddhanta Kaumudi ...	An abridgment of Panini. A knowledge of Panini's *sutras* in some form is considered a *sine quâ non* for a Professor of Sanskrit Grammar. This book and the next are standard works of reference which will probably retain their popularity as long as the language is cultivated.
	2	Laghu Kaumudi ..	An abridgment of the preceding, with English translation by Dr. Ballantyne.
	3	Amara Kosha ...	A popular work of reference.
	4	Kupvalayananda ...	Rhetoric as connected with poetry. A commentary by Appaiya Dikshita on the Chandra Loka of Kalidása.
	5	Pratapa Rudriya ..	The rhetoric of poetry, by Vidya Nátha Pandita, named after Pratapa Rudra, a king of Warangal, regarding whom verses are given illustrating the rules. Treats of metaphor, comparison, apologue, &c.
	6	Vritta Ratnakara ...	Prosody, by Kedára Treats of the different *ganás* or classes of letters as *laghu, guru,* &c. or long and short.
	7	Prakrita Vyakarana ...	Grammar of Prákrit, the dialect put into the mouths of females and inferiors in Sanskrit dramas.
	8	Samasa Chakra ...	On the formation of the six kinds of *samása* or compound words.
	9	Shabda Manjari ...	Grammar for beginners, containing declensions of nouns.
	10	Chitra Mimamsa ...	Rhetoric in relation to prosody and logic. Treats of the properties of heroic poems, elocution, the nine poetic sentiments, &c.
	11	Rasa Gangadhara ...	Rhetoric, by Jagannátha Pandit. Treats of the nine poetic sentiments, and 108 alankaras or metaphors, tropes, &c.

GRAMMARS AND DICTIONARIES,—continued.

Language.	No.	Name of Book.	REMARKS.
Sanskrit,—concld.	12	Sruta Bodhini ...	Prosody, by Kalidása. Treats of classes of letters, as long, short, double, &c.
	13	Tattva Bodhini ...	A commentary by Jnanendra Sarasvati on the Siddhánta Kaumudi (*q. v.*)
	14	Rasa Manjari ...	Garland of Sentiment. A grossly indecent book. Treats of the composition of erotic verses. Introduces descriptions of sexual feelings and modes of intercourse, songs for the use of prostitutes, &c., &c.
	15	Chandrika ...	Also called Alankára Chandrika, a commentary on the Kuvalayananda (*q. v.*)
	16	Shekhara ...	Also called Shabdendu Shekhara. A commentary on the Siddhanta Kaumudi (*q. v.*)
Hindustáni.	1	Mazhar ul Favayad ...	Requires revision. Revised; would make a suitable introduction to the subject.
	2	Khavayad i Urdu, Part I.	Owing to the work being divided into four parts there is much repetition. It also enters upon Persian and Arabic grammar, which is unnecessary.
	3	Do. do. II. ...	
	4	Do. do. III. ..	Combined into one volume, with the foregoing revised as an introduction, would make a good Hindustáni grammar for school use.
	5	Do. do. IV. ...	
Persian ...	1	Chahar Gulzar ...	Very defective. The errors are pointed out in foot-notes by the publisher.
	2	Chchal Sabakh ...	Superseded by later works.
	3	Khavayad e Farsi ...	Too meagre.
	4	Masdar e Fiyuz ...	The source of excellency, *i. e.*, the infinitive mood. A Persian grammar with meanings in Hindustani. A good school book, but the language is that of Northern India, and not understood here without difficulty. Somewhat redundant in verbs, many of those given being never used.
	5	Sarf i Hasan Ali ...	The present is an easier work on the same subject, adapted to Southern India.
	6	Taj ul Khavayad ...	All included in the next, of which it is an abridgment.

GRAMMARS AND DICTIONARIES,—concluded.

Language.	No.	Name of Book.	REMARKS.
Persian,—concld.	7	Tahkikh ul Khavanin ..	Suited for school use if provided with an introduction and graduated arrangement.
	8	Atalikh e Farsi ...	Contain instructions in the art of composition and letter-writing in the Native inflated style.
	9	Dastur us Sibiyan ...	
	10	Insha e Bahar e Bekizan	
	11	Insha e Harkaran ...	
	12	Insha e Sibiyan ...	
	13	Irshad Nama ...	
Arabic ...	1	Hidayat um Naho ...	Good, but difficult; should be read at the end of the course.
	2	Mizan ...	Paradigms of Arabic verbs, with explanations in Persian.
	3	Auzan ...	
	4	Sarf e Mir ...	Arabic grammar in Persian. Good, and considered necessary to be read.

MATHEMATICS.

Arithmetic.

English ...	1	Colenso's ... Do. 'Elementary, I. and II.	A very good and well known series, but not so well adapted for Indian schools as some other works which contain exercises in Indian money, weights and measures, and not so full as more recent works.
	2	Irish Series ...	Do. do.
	3	Barnard Smith's ... Do. School Arithmetic. Do Examples I. and II.	A good manual, and very popular on account of the great variety of examples. The introduction of vulgar and decimal fractions before the compound rules is a strong ground for recommendation. With Bradshaw's examples in Indian currency is well adapted for the schools in Mysore.
Kanarese...	1	Anka Ganita ... Mysore Government Press.	Contains the European and Native methods of calculation. Specially compiled for Kanarese schools in Mysore. The examples need revision.
	2	Rice's ...	An elementary work on the European system.

MATHEMATICS,—continued.

Language.	No.	Name of Book.	REMARKS.
Telugu ...	1	Colenso's, Part I. ... Do. II. ...	Translation. Requires further adaptation to the country.
Tamil ...	1	Colenso's ...	Translation. Requires further adaptation to the country.
	2	Enswadi ...	Very elementary work on the European method.
	3	Ponnulakam ...	Tables of money.
Sanskrit ...	1	Lilavati ...	Interesting from its antiquity, but not a work from which to learn arithmetic now.
Hindustáni	1	Mubadi ul Hissab, Part I. Do. II.	Too meagre; the rules not sufficiently well illustrated by miscellaneous examples.
	2	Zubdat-tul Hissab, I., II. III. and IV.	Errs in the other direction, and carries the subject into logarithms, of which tables are given. An abridged edition would meet the wants of Hindustáni schools here exactly.
		Algebra.	
English ...	1	Colenso's, I. and II. ...	A difficult book, especially in Part II. The arrangement of the subject is simpler and better suited to schools in some more recent works.
	2	Todhunter's ...	Most excellent works. The Algebra for Beginners is a very complete introduction to the subject with well selected and graduated examples.
	3	Do for Beginners ...	
	4	Wood's ...	Of great value to college students.
	5	Wrigley's Examples ...	
	6	Jones' and Cheyne's Examples.	
	7	Hamblin Smith's do ...	
		Geometry.	
English ...	1	Cassell's Euclid ...	A cheap Euclid containing all that is requisite, but the arrangement is not that most approved. Its exercises would be more useful if fewer and more varied.
	2	Pott's do. ...	A standard book of Euclid. Each step in a proposition is printed in a separate line. This and the exercises give it its value.

MATHEMATICS,—concluded.

Language.	No.	Name of Book.	REMARKS.
English,—contd.	3	Todhunter's Euclid ...	An excellent manual, but Hamblin Smith's arrangement is preferable, as it makes use of recognized symbols. The proposition appears by this means to be much simplified and shortened.
Kanarese...	1	Rekha Ganita, I. and II. Mysore Government Press.	The first and second books of Euclid translated into Kanarese. The reference letters of the diagrams are English. The geometrical terms are Sanskrit.
Hindustani	1	Euclidas I. ...	The first book of Euclid. The reference letters are Arabic as well as the geometrical terms.
		Trigonometry.	
English ...	1	Todhunter's Plane for the use of colleges and schools, 4th Edition, 1869.	A very good and complete treatise on Plane Trigonometry.
	2	Hudson's Elementary ... Cambridge School and College Text-book, 1862.	Well adapted for school use.
	3	Beasely's Plane ... an Elementary Treatise, 2nd Edition, 1865.	A good introduction to the subject, and easier than Hudson's.
		Conic Sections.	
	1	Drew's ... a Geometrical Treatise 3rd Edition, 1864.	A useful manual for the study of Conic Sections geometrically treated, which should precede the study of Algebraic Conic Sections.

HISTORY.

		India.	
English ...	1	Garrett's ...	This work does not come up to the standard we would propose. Better histories exist.
	2	Do Abridged ...	Totally unsuited, being dry and too stiff for beginners. Nothing but bare facts are given.
	3	Do Brief Sketch...	
	4	Mrs. L. Handyside's ... 6th Edition, 1871. Christian Vernacular Education Society.	A fair compendium, but some of the allusions drag in Christian doctrines rather abruptly. See last moments of Aurangzib, page 47; Cashmere and Paradise, page 36; conclusion page 170. The last chapter on the progress of Christianity in India enters more into detail than would

HISTORY,—continued.

Language.	No.	Name of Book.	REMARKS.
English,—contd.			be expected in a book of this size. The work is not unsuited for elementary mission schools.
	5	Historical Catechism ... For children and youth, by Isaac Watts, D D. Printed *verbatim* from the original Bangalore, 1855, 4th edition.	A purely religious catechism on the books of the Old and New Testament.
	6	Magnall's Historical and Miscellaneous Questions with a Selection of British and General Biography. An improved Edition, corrected to the present time, 1858.	A very miscellaneous collection, including astronomy, common things, heathen mythology and quotations, as well as history and biography. Useful pieces of information may be obtained from the section on the English constitution and on common things. The work might be made use of for reference in examination. Some of the questions and answers are objectionable: 282 page 62; 4 page 147; 24 page 42; 61 page 28; 22 page 157; 31 page 158; 96 page 163.
	7	Morris's ... 7th Edition, 1870 Madras School Book Society.	A work of little merit. It is much used in schools, and contains a general account of Indian affairs, but lacks proportion in the different parts of the subject, and is written too much from a European point of view. See life of Sivâji, page 29. Last paragraph, page 13. Bâlâji Visvanâth and Nânâ Farnavis are not mentioned in the book.
	8	Pope's Text-book ... For the use of colleges and private students.	The excellence of the maps and the method of arrangement make this a useful work of reference; but the style is not adapted for general school purposes. It may be a good book to teach from but not to read. Some inaccuracies in details require correction to make it a thoroughly trustworthy guide. See page 9, population of Mysore, two different estimates given in five lines. Page 10 and 11, population of Madras, 3½ millions difference between the two statements. Page 11, Nilgiri Plateau, a geographical, not a political, designation. Page 20 and 22, height of Doddabetta. Page 20 and 22, height of Vindya Mountains, 3,000 feet difference. Page 22, meaning of Narmada. Page 25, the name of Tumbhadra is erroneous, &c., &c.

HISTORY,—continued.

Language.	No.	Name of Book.	REMARKS.
English,—contd.	9	Marshman's ... 1867—9.	Well written, and containing some original information regarding the British period. The reason for the slight notice of the Hindu and Muhammadan periods is given in the preface to Vol. III. The work is too voluminous for school use. The style reminds one in many places of a newspaper.
	10	Hunter's ...	A useful book for mission schools.
	11	Meadows Taylor's Student's Manual, 1871.	This book has been written for English readers, and therefore contains many details regarding customs and manners which do not need to be described to natives of this country. The historical part is very full of information and accurate. The style is lively. The index very complete. The book appears a large one for school use, but by omitting the first six chapters and the index and advertisements at the end could be reduced by one-fourth. Objection must be taken to the system of spelling Indian names in the book, *e. g.*, Drawed for Drávida, &c.
		England.	
	12	Student's Hume ...	As good a History of England as could be wished for.
	13	Collier's British History, 1868.	A useful work for schools. Great attention is paid to the chronology. Towards the end has a tendency to run too much into a list of names and dates.
	14	Garrett's ...	See remarks on History of India.
	15	Do. First ...	
	16	Ince and Gilbert's Outlines. 415th thousand, 1872.	A very full history. Valuable as a work of reference for English students, but not adapted to India.
	17	Lingard's Abridged ... Adapted for the use of schools by Jas. Burke, Barrister-at-Law, 5th Edition (no date).	The treatment of the subject throughout is from a Roman Catholic point of view. The accounts of certain reigns, therefore, do not convey the same impression as when read in Protestant histories. The persecutions of the Protestants under Mary are justly condemned (page 402), but partially excused. Of Elizabeth's reign it is said (page 458) that "all enormities reigned in the highest degree". The history is written, and the party views are on the whole moderately expressed.

HISTORY,—continued.

Language.	No.	Name of Book.	REMARKS.
English,—concld.	18	Millner's ... to 1852 For schools and families. Religious Tract Society (no date).	A history of precisely the opposite view to the preceding. Some of Lingard's statements are noticed (see the hamstringing of Elgiva, page 108). The style is somewhat inflated in parts (see page 30). The work is too full for ordinary school use in this country.
	19	Morris's ...	Better works are procurable.
	20	Little Arthur's ... By Lady Callcott, 1872.	A very good juvenile history, specially suitable for European children and English girls' schools, being thoroughly ladylike throughout.
	21	English History ... For young persons. Society for Promoting Christian Knowledge (no date).	A similar work to No. 9, but a little more advanced. Not quite so impartial.
	22	Outlines of ... Adapted for the use of schools. Bangalore Catholic Press, 1868.	A carefully prepared manual, with numerous quotations from Lingard, and some from Hume, Mary Howitt, &c. Wickliff is styled the heresiarch (p. 46). References to Roman Catholic services and ceremonies are very generally interspersed among other remarks, conveying an impression of their popular acceptance.
	23	Roman History, Gleig's series. By. R. W. Browne, New edition, 1859.	A meagre summary, written in a bold and uninteresting style.
	24	Watt's Scripture History	A purely religious work.
	25	The Student's Rome ... By Dean Liddell, New Edition, carefully revised, 1871.	A scholarly and excellent work.
	26	The Student's Greece ... By Dr. Schmidt.	Do. do.
Kanarese...	1	Brief Sketch of India ...	See remarks on English edition.
	2	Morris's India ...	Do. do.
	3	Morris's England ...	Do. do.
	4	Catechism of Scripture History, Parts I. and II., Bangalore, 1870.	An adaptation of Watt's Scripture History. A purely religious work.
Telugu ...	1	Morris's India ...	Same remarks as on the English.
Tamil ...	1	Mrs. Handyside's ...	Translation of the English edition, upon which see remarks.

HISTORY,—concluded.

Language.	No.	Name of Book.	REMARKS.
Tamil,—concld.	2	Morris's ...	Same remarks as on the English.
Hindustani	1	Tharika Hindustan ...	Too meagre.
	2	Do. Englistan ...	Do.
	3	Do. Hindustan by Abdul Hafis.	Insignificant works, of no value for schools.
	4	Do. Englistan do.	

GEOGRAPHY.

English ...	1	Brief Description of the Earth. 2nd Edition, 1866. Mysore Government Press.	Forms in which information is conveyed objectionable. It is a catechism.
	2	Catechism of ... 7th Edition, 1870 Christian Vernacular Education Society.	Do. do. do.
	3	Clift's First .. Revised Edition, 1868.	Good in its way, but not up to the standard the Committee propose.
	4	Cornwell's ... 50th Edition, 1872.	Good, but while 82 pages are devoted to Europe, only 43 are devoted to Asia. In a text-book for India this ought to be reversed, and a school boy taught more of his own continent.
	5	Geographical Primer ... 6th Edition, 1871 Christian Vernacular Education Society.	Good, but para. 15 and 180 unsuitable if the book is used in Government schools.
	6	Hughes' Elementary ... 12th Edition, 1872.	57 pages given to Europe, only 28 to Asia. The definitions of geographical terms might be simpler, and ought to be printed in large type. Great Britain occupies too much of the work for an Indian school text-book.
	7	Manual of ... 1873. Christian Vernacular Education Society.	Good, but requires thorough and minute revision. Last para., page 103, objectionable in a Government school book.
	8	Outlines of ... 8th Edition, 1870 Christian Vernacular Education Society.	Good as far as it goes, but too large a portion devoted to Europe; objectionable if used in Government schools on account of remarks with regard to religion. Essentially a weak book, some details incorrect,—*vide* Oudh, page 16; Mysore, page 29.

GEOGRAPHY,—concluded.

Language.	No.	Name of Book.	REMARKS.
English,—concld.	9	Stewart's Modern ... 11th Edition, 1853.	This work is behind the present day; but is a good manual for teachers.
	10	Duncan's of India ... 5th Edition, 1870.	It might be suited for advanced classes, but is not the style of work the Committee recommend. Arrangement not systematic. Good basis for the work recommended.
	11	Glanville's Elementary of India.. 3rd Edition, 1860 Indian School Series.	Good, requires to be brough up to the present day and enlarged. Is a book well adapted to be the groundwork for a Manual of Indian Geography, much required for school.
	12	Manual of Physical ... 2nd Edition, 1857.	Suitable for advanced classes. Treatment of the subject not sufficiently scientific and behind the age.
	13	Maury's Physical ... 3rd Edition, 1867.	All that could be desired as a separate work on the subject.
Kanarese...	1	Bhuvivarane ...	Suitable for beginners, but the account of Mysore is very brief and requires enlargement.
	2	Rice's ... With an appendix on Scripture Geography.	Unsuited as a Government school book.
	3	Catechism of ... By the Revd. J. Stephenson.	Suited for beginners, but very elementary. The chapter on Mysore requires enlargement.
	4	Kodagu Desada Varnane	This work contains a short geographical as well as historical account of Coorg. Requires enlargement; the historical portion may be separated from the geographical.
Telugu ...	1	Manual of ...	Suitable for beginners.
Tamil ...	1	Clift's ...	A fair translation of the English work.
	2	Geographical Primer ...	Do. do.
	3	Manual of ...	A very useful and intelligible book, the best in Tamil.
Hindustani	1	Jografia-i-Hind ... Parts I. and II.	Very meagre, requires enlargement; entirely confined to Hindustan; a book on general geography much required.
	2	Jografia Jahan ...	This work is little more than a handbook to the map of the World.

PHYSICAL SCIENCE.

Language.	No.	Name of Book.	REMARKS.
English ...	1	Astronomy ... Gleig's Series.	A useful little book, but superseded by more recent works.
	2	Do. First Lesson ... Bangalore, 1855.	Poor and very much out of date.
	3	Brewer's Guide to Science 20th Edition, 1865.	Conveys information on familiar things in the catechetical form. It is divided into two parts,—I. Heat and II. Air. Some work of this description, but adapted to India, would be both useful and popular.
	4	An Introduction to Plane Astronomy by P. J. Main. 2nd Editon, 1868.	A careful little work, suited for college students, but the treatment of the subject is too scientific for general school use.
	5	Godfrey's Treatise on Astronomy for the use of colleges and schools, 1866.	A larger work of similar character, but written in a more interesting manner. Directions are given as to what parts should be read in an elementary course.
	6	Parkinson's Optics ... 3rd Edition, 1870.	A good scientific work with a large collection of examples and problems.
	7	Do. Mechanics ... 4th Edition, 1869.	An elementary treatise suited for advanced students in a high school.
	8	Todhunter's Mechanics... For Beginners 2nd Edition, 1870.	An excellent school work with numerous well selected examples.
	9	Besant's Elementary Hydrostatics, 1863.	A Cambridge text-book for the mathematical tripos.
	10	Phear's Elementary do.... 4th Edition, 1866.	A good introduction to the subject.
Kanarese...	1	Elementary Agricultural Class Book with Kanarese translation, for use of village schools. By Colonel Boddam.	This work in its present form is unsuited for use in Indian schools. It has evidently been taken from some work of a similar class for English schools. The work requires minute revision and adaptation to this country,—*vide* Q 69, gallons and lbs, are used; these are terms unknown in hobli schools for the use of which the work was specially compiled. Q 47 and 57 allude to soap suds, on which see translator's note.
	2	Manual of more deadly forms of Cattle Disease. By J H. B. Hallen, Inspecting Veterinary Surgeon, Bombay Army.	Good; but it would be better if the recipes to be used for different diseases were repeated when treating of each disease instead of referring to them by number. In works intended to be used by the lower classes information on any one point

PHYSICAL SCIENCE,—concluded.

Language.	No.	Name of Book.	REMARKS.
Kanarese,—concld.			should be complete and compact. In this respect Thacker's Manual, published by the Mysore Government some time ago, seems better adapted.
Sanskrit...	1	Brihat Jataka ...	Astrology.
	2	Kalamrita ...	The ambrosia of time, a work on astrology. Indicates the lucky and unlucky times for performance of the 16 ceremonies for setting out on journeys, &c., &c.
	3	Supa Shastra ...	The art of cookery. Directions for baking cakes, flavouring and making curry, &c., &c. The work is popular in girls' schools.

MENTAL AND MORAL PHILOSOPHY.

English ...	1	Jevon's Elementary Lessons in Logic 2nd Edition, 1871.	One of Macmillan's admirable series of elementary scientific works; well adapted for school use, but not written for India.
	2	Bain's Logic ... Part I.—Deduction Part II.—Induction 1870.	A very scholarly work, fully up to the standard of the present time, and containing some special improvements of its own in the methods of treatment. Part II. in particular is most comprehensive, a distinctive feature being the book on the logic of the sciences. There are directions at the beginning as to what parts should be omitted in using it as an elementary work.
	3	Bain's Mental and Moral Science A compendium of Psychology and Ethics, 2nd Edition, 1868.	The first portion is an abridgment of the author's larger work. The whole is an elaborate and valuable treatise characterized by the original views of this writer on all controverted topics. The detail of the ancient and modern Ethical system is an important feature.
	4	Butler's Three Sermons on Human Nature.	They were intended, says the author, to explain what is meant by the nature of man when it is said that virtue consists in following and vice in deviating from it; and by explaining to shew that the assertion is true. Something of this kind seems much needed to supplement a course of purely secular instruction. Whewell's edition recommended.

MENTAL AND MORAL PHILOSOPHY,—concluded.

Language.	No.	Name of Book.	REMARKS.
English,—concld.	5	Butler's Dissertation on the Nature of Virtue.	Replies to various theories in vogue at the time it was written. Maintains that virtue and happiness generally coincide, but denies that happiness or interest can be a rule to us, our rule being God's will as revealed in His word, or in the moral nature he has given. With the above contains a complete view of Butler's Ethical system.
	6	Sir W. Hamilton's Lectures on Metaphysics 4th Edition, 1869.	An indispensible book for advanced students; should be read in conjunction with Bain's.
	7	Masson's Recent British Philosophy 2nd Edition, 1867.	A review of the speculations in the moral sciences during the last thirty years. A useful summary written in a popular manner.
Sanskrit ...	1	Taraka Sangraha ...	Compendium of Logic, by Annam Bhatta, generally used as an introduction to the subject in the South of India.
	2	Dipike ...	A commentary on the above, containing a fuller explanation of the terms, and to be read next to it.
	3	Gadadhari ...	Logic.—A commentary on Jagadishi. The most advanced and difficult work on the subject. The last studied. To have read the Gadadhari is tanamount to having completed the course of logic.
	4	Dinakari ...	Logic; by Mahá Deva; a commentary on Muktávali, which is the work generally read at the commencement of the course in the North of India.
	5	S'iti Kanthiya ...	A commentary on the above, and studied next to it.

APPENDIX XI.—(7 OUDH).

No. 3619, dated Lucknow, the 28th July 1873.

From—H. J. SPARKS, Esq., Offg. Secretary to the Chief Commissioner of Oudh.

To—The Offg. Secretary to the Government of India, Home Department.

WITH reference to the Resolution of the Government of India No. 143, dated 29th March last, I am directed to forward, for submission to His Excellency the Governor General in Council, the accompanying copy of letter No. 1190, dated 27th ultimo, from the Director of Public Instruction, enclosing the proceedings of the Committee appointed by the Chief Commissioner to report upon the text-books used in Government and aided schools in Oudh, together with a copy of the Chief Commissioner's reply.

No. 1190, dated Lucknow, the 27th June 1873.

From—C. BROWNING, Esq., M. A., Director of Public Instruction, Oudh.

To—The Offg. Secretary to the Chief Commissioner of Oudh.

I HAVE the honour, in reply to your No. 1795, dated 9th April last, to forward the proceedings of the Committee appointed to consider the text-books used in Government schools.

2. It will be seen that the Committee think that the vernacular text-books are for the most part suitable; but certain changes are recommended; they are—

(1) A new edition of the 2nd Urdu Reader.

(2) A better text-book for elementary natural science.

(3) The substitution of a Hindi Anthology for the Prem Sagar.

(4) A new edition of the 2nd part of the Urdu Poetical Reader.

(5) An enlarged and amended History of India.

3. The Committee believe that all these improved text-books may be obtained without the public offer of any rewards. Suitable men will be selected to write new or revise existing text-books, and these books, if approved, will be adopted, and the copyright, if necessary, purchased.

4. The English readers in use are not at all suitable. Those read by the lower or elementary classes, the Committee think, would be bad books for English boys, and are, with the exception of Mr. Howard's books, miserable readers for Native children. The Committee believe that the want of suitable English text-books has been felt in all educational departments in all the Provinces of India. Bombay, with its separate establishment for the preparation of school books, has long promised the issue of a suitable series of English text-books. The Committee think that the Government of Bombay should be asked to say what has been done. If the proposed series is still not ready, then the Committee suggest that the Arts Syndicate of the Calcutta University be asked to appoint a committee to decide upon the essential characteristics that should be found in English elementary school text-books, and, having so decided, to appoint gentlemen to compile a suitable series. No work could be more fitting for the University than the provision of books a study of which would enable students to become her members.

Proceedings of the Committee to report upon the Text-books used in Government and Aided Schools in Oudh.

PRESENT:

COLIN A. R. BROWNING, Esq., M. A., Director of Public Instruction, Oudh,—PRESIDENT.

MEMBERS:

Munshi DURGA PRASADA, Inspector of Schools, W. C., Oudh.

The Reverend J. P. ELLWOOD.

The Reverend THOBURN.

M. J. WHITE, Esq., M. A., Principal, Canning College.

READ a letter from the Principal, La Martiniere, lamenting his inability to attend, as he was engaged and, "being unacquainted with the subject", he could give no help.

2. *Resolved* that the books used in vernacular schools be first examined, and that members take for further examination such books whose contents they may wish to examine at leisure.

A.—THE VILLAGE SCHOOL CURRICULUM.

Each village school is divided into five classes, the lowest class being the 5th.

The 5th Class.—The boys in this class use no text-book. They are taught to write the alphabet, figures to 100, and learn the multiplication table to 10.

I.—LANGUAGE.

The 4th Class—Urdu.—The Primer. This book is compiled expressly for schools in Oudh. It commences with the alphabet, and contains stories and fables arranged in order of difficulty. None of the stories contain any ideas with which the pupils are not familiar, and the language used is simple. The stories or fables are chiefly of a moral and practical character.

Hindi.—The Hindi Primer is a *fac simile* of the Urdu First Book just described.

II.—ARITHMETIC.

No text-book is used in this class. The first four simple rules, the multiplication table to 20, and fractional parts are taught orally.

I.—LANGUAGE.

The 3rd Class—Urdu.—The 2nd Urdu Book. This book commences with some account of the royal family, and then contains useful lessons which may be thus arranged—

A.—Biography.

B.—History.

C.—Grammar.

D.—Minerals.

E.—The natural products used for food and in manufactures.

F.—Some account of Oudh.

G.—Railways and steam ships.

H.—Miscellaneous lessons on the proper mode of reading, on clocks and watches, cleanliness, obedience, honesty and other moral subjects.

I.—On animals.

J.—An account of London.

The Committee recommend that, in a second edition, most of the names of members of the Royal Family be omitted, and that the account of London be much simplified; also the grammatical lessons may be omitted. A letter writer is used

which gives the proper forms of epistolary addresses according to approved Oriental custom. The letters are of a simple character, relating to matters of every-day life, and have a moral tendency.

Hindi.—The Hindi books used are counterparts of those used in Urdu, save only that the Urdu Second Book has not yet been translated.

II.—Arithmetic.

The text-book introduced in this class is the first part of an arithmetic written for the Educational Department of the North-Western Provinces, to which numerous examples have been added by the Oudh Educational Department. The first part contains questions on the first four simple and compound rules. In this and in all the succeeding parts all the questions relate only to weights and measures and to tables that are in common use in Oudh. Besides these books the teachers use translations of Barnard Smith's Arithmetic and of Colenso.

III.—General Knowledge.

The Geography and Map of Oudh are studied. The Geography of Oudh is an original work in easy narrative style, containing an account of the boundaries, divisions, rivers, jhils, products, manufactures, principal cities and inhabitants.

I.—Language.

The 2nd Class—Urdu.—The first part of the Poetical Reader is commenced in this class. The book has been thus criticised by Mr. Blochman of the Calcutta Madrassa—

> "The work is a Poetical Reader in two parts entitled Majmúáh 'Sakhun, and was published last year with the sanction of the Director of Public Instruction, Oudh, by Pandit Sheo Narain, Deputy Inspector of Schools, Lucknow, and Munshi Muhammad Hakim-uddin, Head Master of the Chauk School, and Munshi Ghulam Husain, Head Master of the Mahonah School, Zila Lucknow.
>
> "As a school book it is both in subject matter and language the best Hindustani collection that I have seen. The subject matter is pure, and thus contrasts favourably with Hindustani Readers in general, the University Entrance Course not excepted. The extracts are chiefly didactic; there are also odes on the spring, the morning, the sword, &c.; a few odes in praise of Nasir-uddin Haidar and other Kings of Oudh; sufistic poems on pantheritic subjects, and a few satirical pieces. The language is not artificial, and Persian constructions are rare, certainly not so numerous as the Latinisms, Graecisms, and Hebrewisms in Milton.
>
> "I should feel obliged to you if you would favour the Madrassa Library with a copy of this Reader. Hindustani poetry is generally so prurient, that for the last five years, with the exception of the Entrance Course, no Hindustani poetry has been read in this institution. But the Reader under review is a suitable text-book, and may, therefore, be used in class with advantage. The care with which the book has been got up is best seen from the nature of the explanatory notes and the list of difficult words, given at the end of each part in form of a dictionary. Thus Part I., which contains 86 pages text, has a dictionary of 38 pages, and Part II., which extends over 92 pages, has a dictionary of 84 pages attached to it.
>
> "These appendices do not take the place of the usual keys to our English Courses, but give valuable information, and the very arrangement shows that they are intended to lead the student to private study at home. Part II. also contains an excellent little treatise on the kinds of poems usual in Hindustani, and in Part I. the metre of each poem is given in in the margin."

The Committee concur with Mr. Blochman, but recommend that the second part used in town schools undergo revision. Some of the poems are sufistic, whilst others are of considerable difficulty, and the ideas are far-fetched.

The Urdu Grammar has been prepared, but not yet printed. It was drawn up under the supervision of a committee of Native gentlemen. It still requires considerable revision. An endeavour will be made to make this a popular

grammar of the vernacular. Arabic subtleties, not in reality belonging to Urdu at all, will be omitted as far as possible, or if it is necessary to retain well known Arabic grammatical expressions or the views of Arabic grammarians regarding grammar, such expressions will be printed in small type or thrown into the notes.

Hindi.—The Hindi Poetical Reader is not ready. The reading book contains extracts from the History of Rajah Bhoj, who flourished in the eleventh century. The Sanskrit shilokas contained in this Reader are omitted, their purport being given in Hindi. In examinations the boys are only questioned on the grammar and meaning, and are not required to remember the facts save, perhaps, as an exercise for composition.

Hindi Grammar.—The book commenced in this class is also used in the 1st Class, where it is described.

Persian.—The book used is an elementary book called "The Gulzar Dabistan". The fables and stories are of a moral tendency.

Grammar.—The conjugations of Persian verbs are learnt.

II.—General Knowledge.

Geography, Asia.—The text-book is meagre. It is a translation of Clift's Geography, published by the Calcutta School Book Society.

The Elements of Natural Science.—This is a trivial work containing lessons on the animal, vegetable and mineral kingdoms. It also has lessons on the shape of the world, on the planets, light, shape, colour, the thermometer and barometer. The style is simple. The book is perhaps rather behind the age. It is not entertaining or popular. A more attractive treatise might be prepared.

III.—Mathematics.

Arithmetic.—Reduction and Simple Proportion are taught. The text-book used is the second part of the Arithmetic used by the class below. The book contains numerous examples; the questions refer to Indian weights and measures. In this class patwaries' and shop-keepers' accounts may be taught. This fact is stated in the curriculum suspended in every school-room. No books are prescribed. Practically the sons of shop-keepers and patwaries, when they attend school, are content to learn to read, write and cypher, and master their business at home after they have left school.

I.—Language.

The 1st Class—Urdu.—The second part of the Poetical Reader is read. The book has already been criticised.

Hindi.—Extracts from the Prem Sagar are read. The Prem Sagar is a religious book much esteemed by the Hindus. It is a translation of the tenth chapter of the Bhagwat Purana, and contains an account of the life and acts of Krishna. No body but a Hindu would think it a suitable book for school boys. The Committee are informed that even a Hindu would not approve of the book as a class book. It is, however, popular. The passages objectionable on the score of indecency are omitted. In each book directions are given to the teacher to omit whole pages and chapters. It was unfortunately necessary to publish the book as a whole, or it would not have been bought; every boy would have preferred to buy his own unabridged edition in the bazaar. Moreover, as the book was only selected temporarily until a better text-book could be found, an excerpt would have remained unsold. Two anthologies are now under preparation, and it is hoped that one or other will be found to make a suitable text-book in the place of the Prem Sagar.

Grammar.—The Urdu Departmental Grammar is not yet ready, but the Hindi Grammar is an excellent book. It is difficult, but forms a very good introduction to Sanskrit Grammar, and as such is much approved by Pandits.

It is in the form of question and answer. Its author is Mr. Gopal Padhya, B. A., of the Bombay University. A new and smaller edition is under preparation.

Persian.—A Persian Letter Writer is used. The book is popular, and the letters are unobjectionable. The author is a Kayuth by caste, and Muhammadans deride the style. The book they would prefer is Ruqaât-i-Alamgiri, but this book is too difficult for village school boys.

Persian Grammar.—The Grammar used is one written by Moulvie Abdul Haqq, of the Calcutta Madrassa, and is published under the auspices of Colonel W. Nassau Lees. It is expensive.

II.—Mathematics.

Arithmetic.—The third part of the text-book used in the junior class is prescribed. Mensuration is also taught in this class, and land-surveying may be taught. The mensuration used is a little book written by Munshi Chirounji Lal, and is too well known to need description. The teachers sometimes use a book written by the Surveying Master, Normal School, and a translation of Todhunter's Mensuration has just been published. This also may be used.

III.—General Knowledge.

Geography.—The same text-book is used as in the lower classes.

History.—The History of India is read. The text-book used is founded on a book published by Moulvie Karim-ud-din, Deputy Inspector, Lahore. The style has been revised, corrections have been made, and a full account of the mutiny, translated from Sewell's Analytical History of British India, has been added.

The Hindu period is much too meagre, and there are no chapters on art and literature either under the Hindus or Muhammadans. The Committee recommend that, when a new edition is published, the portion of the history devoted to the Hindu period should be enlarged, and chapters on the art and literature of the Hindus and Muhammadans should be added. They also recommend that certain corrections of trivial mistakes be made, and that the English period be considerably enlarged to suit the requirements of the Calcutta University.

The laws relating to land and the rights and duties of landlords and cultivators.—In this class books especially written for the use of the cultivating classes may be read. They are original works, written by Mr. Ghulam Haidar, Extra Assistant Commissioner, and explain the rights and duties of landlords and cultivators. They are of a very practical character, and the style is that commonly spoken by the Oudh peasantry.

B.—TOWN SCHOOLS.

These schools are divided into seven classes. The lowest class is the seventh. From the third class downwards the same books are read as in village schools. It is not, therefore, necessary again to report on the text-books used in the lower classes.

I.—Language.

The 2nd Class—Urdu.—The Urdu Poetical Reader No. II. is read. The Committee have already recorded their opinion on this book,—*vide* remarks on village schools, Class II.

Hindi.—The Kiskinda Kand of the Ramayana.

Persian.—Bostan, Chapters IV. and VII., Nigar Danish, Chapters I. and III. The chapters of the Bostan selected are unobjectionable, and the Nigar Danish is simply selections from the Ayar-i-Danish, a version of the Anwar-i-Suheli.

II.—Mathematics.

Arithmetic.—The text-book is the same as that used in village schools; only an advanced part, namely, No. 3, is used. The masters have also translations of Barnard Smith's Arithmetic and of Colenso, as has been explained. The books seem suitable.

Algebra.—The book used by the master is the translation of Todhunter's Algebra for beginners. The text-book used by the boys is the first part of a small algebra published in the North-Western Provinces. The boys learn to Simple Equations only.

Geometry.—The first two books of Euclid are read. The text-book used is one prepared by the Mathematical Master of the Normal School, and is a translation of Cassel's Euclid. A translation of Todhunter by the Aligarh Society is also used. Recently Hamblin Smith's books have been translated, and will be used, if approved, by the Calcutta University.

Mensuration.—The book used is Misbah-ul-Masahat. It contains an account of plane table surveying with chain, and shows how to construct a field book and to draw plans of plots of ground. Two text-books are used—the one by Munshi Baldeo Baksh of the North-Western Provinces, and the other by Munshi Gobind Lal, Surveying Master of the Training School, Lucknow. The Committee think them suitable.

Geography and History.—The same text-books are used as in village schools.

I.—Language.

The 1st Class—Urdu.—Poetical Reader No. II. This book has already been described.

Hindi.—The Ayadhia Kand in the Ramayana.

Persian.—In this class any standard Persian works are used, as the Sikandar Namah, Akhlaq-i-Mohsini or the Diwan-i-Hafiz.

II.—Mathematics.

In arithmetic and algebra the same books are used. But in algebra the second part is used, and students are taught Progression and Quardratic Equations.

Geometry.—Books III. and IV. are taught. The text-book is a translation of Todhunter's Euclid by the Aligarh Society.

III.—General Knowledge.

Geography.—A translation of the Outlines of Geography by the Madras Vernacular Society. Only selections have been translated and printed.

Natural Philosophy.—A translation of the Cambridge Ordinary B. A. Course, requiring only a knowledge of Euclid, has been prepared, and will be introduced, after consultation, if it be found not too difficult.

C.—THE GIRLS' SCHOOL CURRICULUM.

The curriculum is divided into five classes. The Committee only notice those books that are peculiar to girls' schools, the others have already been reviewed.

The 3rd Class.—The Mufid-un-Nisan. This is a letter written in the language usually spoken by women. The letters contain useful advice on every-day matters, and give receipts for cooking, embroidery, &c. There is also a book of the same name published in the North-Western Provinces; but the book used in Oudh was especially written for Oudh schools—Byanjan Prakar. This is merely a cooking book shewing how to make sweetmeats.

The 2nd Class.—Miratul Urus.—This is a book written for girls. Its author was rewarded by Sir William Muir. The author is Moulvie Nazir Ahmed, Deputy Collector.

The 1st Class—Halwai be dud.—This work is written by a gentleman in the Punjab. It consists of short essays of a moral and practical character.

Wamamanaranjan.—The book "Tales for Women" was written by Babu Siva Prasad, Inspector of Schools, North-Western Provinces. It is simple and somewhat amusing. Although a work on grammar is entered in the curriculum, yet grammar is not taught. The Committee agree with the educational officers in thinking that for the present their efforts should be mainly devoted to teaching girls to read and write, using such text-books as will give them some general information. The curriculum of girls' schools is yet imperfect, as other books have still to be written. The foundation has been laid, and as books are written suitable for the education of girls, they will be introduced.

ANGLO-VERNACULAR SCHOOLS OF THE MIDDLE CLASS.

All the vernacular books used in these schools have been already criticised. The English books may now be noticed. The schools are divided into six classes, and English is taught from the third class upwards. The boys are then all able to read and write their own language.

STANDARD VI.

English.—Howard's Primer, 32 pages, duodecimo. This was written by the Director of Public Instruction, Bombay, expressly for Indian boys. Mathura Prasad's Primer, 15 pages, duodecimo, was also written for Indian boys; it contains simple exercises for translation. It is very meagre.

School dialogues with translation.—These are learnt by heart, and are intended to give a boy a *copia verborum.*

Howard's 2nd Book.—Only the large print is read. The last three pages of the Primer contain words difficult for the pupils to read. The Committee, before proceeding to criticise each book, desire to say that all the members are of opinion that the systems on which the reading books are compiled are radically defective. They are suitable rather for little English boys learning their mother tongue than for Indian boys learning a foreign language. The Committee would recommend a series of books prepared after the fashion of the manuals used for the instruction of English boys in German or French. Before Sir Alexander Grant, the late Director of Public Instruction, Bombay, left India, he designed to issue a new series of English readers, but awaited the issue of a proposed series to emanate from the Clarendon Press, Oxford. They have not yet made their appearance. In the meantime the revision of the English school series was commenced by a Committee, over which the late Mr. Hughlings presided. The results of the labour of the Committee have not been mentioned in any report since 1870. The Director of Public Instruction will make inquiries and see what has been done, as although the books may not be entirely suited for Oudh, yet they may contain valuable suggestions.

STANDARD V.

Piari Churn Sirkar's Reader No. III. is used. The book is a mere réchauffé of English school readers. There are some lessons or portions of lessons introduced which refer to Indian habits. As a rule, the prose lessons are easy of comprehension. But some refer to habits or practices foreign to Indian youths. They have no pretension to style, but the sentences are not involved. Here and there are mistakes in idiom, but such mistakes are not numerous. The poetry is often wretched doggerel. The book is not arranged on any system. It might be superseded.

English Grammar.—The grammar used is a small book published by the Christian and Vernacular Book Society. The Committee think that all the definitions should be given in the vernacular. It is an open point whether technical terms should be given in English. Precise grammatical terms exist in the vernacular languages of India. The grammar unexplained by a competent teacher gives no ideas to a student unacquainted with English.

STANDARD IV.

English.—The reader prescribed is Piari Churn Sirkar's Reader No. IV. It is compiled by Mr. Piari Churn Sirkar, late Professor of English Literature, Presidency College. The same remarks apply to this book as to that used in the class below and compiled by the same author.

Grammar.—The same grammar is used as in the class below. In this class the pupils might be required to answer grammatical questions in English.

General knowledge—Geography.—In this class geography is taught in English. The book used is one published by the Madras Christian Vernacular Society; the portion devoted to India is more copious than in other geographies of the same size.

Mathematics.—Mathematics still continue to be taught in the vernacular. The same text-books are used as in vernacular schools.

STANDARD III.

Language, English.—In this class, No. III. of Howard's series is used. The late Mr. Howard, the Director of Public Instruction, Bombay, was the compiler. Some of the lessons, as for instance those on geography, are more calculated to convey geographical knowledge than to teach the English language. So also the lessons on money matters, though very important and well written, convey instruction on a subject that to immature youths is very abstruse. The poetry might be arranged systematically, shewing the different metres and kinds of verse.

Grammar.—Howard's Elementary Grammar is used. The book is suitable.

General knowledge III.—Geography.—The same book is read as in the class below.

History.—Collier's History of the British Empire is read. This is the book prescribed by the Calcutta University. It is not thoroughly understood by the pupils. The book has been translated into Urdu.

Mathematics II.—In this class, Euclid, Arithmetic and Algebra are all taught in English. The text-books used are Patt's or Todhunter's or Cassel's Euclid in Geometry.

In arithmetic, Colenso's and Bradshaw's Arithmetic are used. The latter is peculiarly adapted for Indian schools.

In algebra, Todhunter's Publication for Beginners is used.

STANDARD II.—(1) LANGUAGE.

English.—The books prescribed are portions from Lamb's Tales from Shakespeare, Macaulay's Essays on Warren Hastings, and Goldsmith's Deserted Village and Traveller.

These books are read, paraphrased and translated. Idioms are carefully explained, but no stress is put upon the explanation of allusions to events or scenes or fables with which the pupils are not perfectly familiar. The books are cheap. Thus Lamb's Tales from Shakespeare, written in the most simple style and very popular, costs but eight annas, Macaulay's Warren Hastings costs eight annas, and Goldsmith's Deserted Village and Traveller four annas. Thus a year's English reading is had for Rs. 1-6.

The Committee know of no better books than those prescribed.

Grammar.—The next-book is Hiley. It is suitable.

Urdu.—The Entrance Course prescribed by the University is commenced. The Committee think the Course should either be improved or discontinued. The prose portion is often inelegant, and the poetry is either sufistic or of an amatory kind.

Grammar.—Forbes' Grammar.

Hindi.—The Entrance Course of the Calcutta University. Etherington's Grammar.

Persian.—Akhlaq-i-Mohsini, Chapters I. to XXI.

Arabic.—Entrance Course first half.

Sanskrit.—Ditto ditto.

Mathematics—Arithmetic.—Colenso's Chapters VI. and VII., or Bradshaw's Chapters.

Algebra.—Todhunter's Chapters XIV. to XXIII.

Geometry.—Euclid, Books III. and IV., with deductions.

General knowledge—Geography.—Outlines of Geography.

History.—Collier's History of England, Marshman's History of India to invasion of Nadir Shah, or Lethbridge and Pope to the same period.

STANDARD I.

English—The first class now read the selections prescribed by the Calcutta University. But selections will cease to be appointed by the University. Possibly this class will then read, in 1873-74, Macaulay's Life of Clive, Selections from the Vicar of Wakefield, and Grey's Elegy in a Churchyard. The English Course, however, is not yet settled for 1873-74.

Grammar.—Hiley's Grammar is used in this class, as also in the lower classes.

Urdu.—The selections prescribed by the University.

Hindi.—Ditto ditto ditto.

Arabic.—Ditto ditto ditto.

Persian.—Ditto ditto ditto.

Mathematics.—The same text-books as in the lower class.

General knowledge.—The text-books used in the lower class.

DURGA PRASHAD,
Inspector of Schools, W. C., Oudh.

J. P. ELLWOOD,
Church Mission Society.

J. M. THOBURN,
A. M. E. Mission Society.

MICHAEL J. WHITE,
Principal, Canning College.

COLIN BROWNING, M A.,
President.

No. 3618, dated Lucknow, the 28th July 1873.

From—H. J. SPARKS, Esq., Offg. Secretary to the Chief Commissioner of Oudh.

To—The Director of Public Instruction, Oudh.

I AM directed to acknowledge the receipt of your letter No. 1190, dated the 27th ultimo, giving cover to the proceedings of the Committee appointed to consider the text-books used in Government schools.

2. The Committee have apparently had good grounds for every change that they have recommended in regard to vernacular text-books, and the Officiating Chief Commissioner is glad to learn that you anticipate little difficulty in obtaining the improved text-books.

3. You propose to adopt a Hindi work on anthology in place of the Prem Sagar. Sir George Couper is not sure that some other subject might not have proved more useful; but he is not disposed to interfere with the recommendation of the Committee, and the less so, as he notices that two anthologies are now under preparation.

4. The Officiating Chief Commissioner quite agrees with the Committee that many of the English text-books are suited rather for English than Native boys. I am to request that you will ascertain from the educational authorities at Bombay what is likely to be the result of the labours of the Committee appointed to revise the English school series. If Bombay is not about to issue a revised series of English text-books, the Officiating Chief Commissioner will be inclined to recommend the proposal contained in the last part of your letter for the favourable consideration of the Government of India.

APPENDIX XI.—(8—PUNJAB).

No. 4516½, dated Lahore, the 3rd December 1873.

From—T. H. THORNTON, Esq., D. C. L., Secretary to the Government of the Punjab.

To—The Secretary to the Government of India, Home Department.

I AM desired to forward for the consideration and orders of the Supreme Government copy of the correspondence marginally noted on the subject of the revision of educational text-books.

Letter No. 115, dated 9th May 1873, from Director of Public Instruction, with enclosures.
This Office reply No. 4516 of this date.

No. 155, dated Lahore, the 9th May 1873.

From—J. G. CORDERY, Esq., Offg. Director of Public Instruction, Punjab.

To—The Secretary to the Government of the Punjab.

IN reply to your letter No. 72 C of 19th February 1873, I have the honour to submit the papers marginally noted containing the proceedings of the Committee appointed by His Honor the Lieutenant-Governor for the review of the text-books now used in the schools of the Punjab.

Memoranda on English book by Mr. Cordery, Reverend Forman and Reverend Gulliver.

2. The recommendations, which have been purposely worded in a brief practical form, were in most cases not arrived at without considerable discussion. It seems desirable, therefore, that a short account of the more important various views weighed before a decision was reached should be now given, and the same order in doing so will be adopted as was adopted in taking up the subjects one by one.

Arguments are given along with the recommendations.

I.—PERSIAN TEXT-BOOKS.

3. The Committee hardly thought it would be within their province to enter on the general question of the relative time to be allotted to the several subjects of instruction. They have not therefore embodied any of their opinions on this topic in their resolutions. At the same time, as it could not but naturally arise in the course of their deliberations, some brief mention of it would not appear to be out of place in this letter. On no point perhaps was there so much divergence of opinion as on the prominent position at present occupied by Persian in the scheme of studies. Dr. Rahim Khan and Babu Novin Chandra Rai would go so far as to teach Urdu, Hindi and English to the almost entire exclusion of Persian. The Reverend C. W. Forman and Mr. Rodgers also were in favour of much diminution, and stated that it was much less taught in the Mission schools than Government schools. On the other hand, Mr. Brandreth and Mr. Cordery urged that we were chiefly dealing with a course framed for Vernacular and not Anglo-Vernacular schools, and that it was impossible to place a competent English teacher in the vast majority of our schools. That where English was not taught or unknown, there Persian was amongst the class that would carry the education of their children at all beyond the elements so popular that, if a man set up a school in which nothing else was taught, it would often fill at the expense of the Government school; and that the position in which it stood to Urdu, as well as the beauty and simplicity of its forms, rendered it manifestly the language to be preferred, if language was to be used at all as an instrument of education. At present it contains the only literature pleasurable to, and thoroughly appreciated by, the people; and it is not too much to say that, were it not taught, we should lose all our pupils, except those who are drawn by the pecuniary attractions of English. These considerations, which were supported by Muhammad Latif, were allowed by all the members to weigh heavily in the balance, and the conclusion was to take up the books as they stood and to leave the general question untouched.

Discussion about the diminution of Persian in the scheme of studies.

4. Some hesitation will be noted in the resolutions relating to the Second Persian Reader. It mainly consists of short stories styled "Latifas", and it was held by some that these were of too enigmatical-pointed a character to be understood by children. But it was

Substitution of classical for modern expressions in the Second Persian Reader.

urged that this feature was essentially consonant to the genius of the language; that, when understood, such stories were not easily forgotten; and that in practice they could be made, and were found to be, a source of some interest and amusement. They were finally, therefore, left uncondemned. But at the same time the Committee desire to add that certain expressions occur in this work which are drawn over-much from the modern Persian, and that in the next edition expressions drawn from classical Persian should be substituted for these.

A good Persian Grammar required.

5. The absence of a good Persian Grammar was especially commented upon. That used in the Oudh Province is of a quite elementary character.

Expurgated editions of Gulistan and Bostan to be used.

6. The recommendations made regarding all expurgated editions of the Gulistan and Bostan are submitted to His Honor's especial notice. And the Ludhiana copy of the Gulistan referred to is forwarded with this letter for his inspection. The Bostan is at present reserved until the Ludhiana mission has been addressed on the question of its having been too much abbreviated. But it will be of no advantage offering these editions to the boys, except at a price below that at which full editions can be purchased in the bazaars. This varies at from two to four annas. And it is respectfully urged that the benefits that would result from gradually supplanting books that contain so much immorality, in a form so peculiarly captivating to the Native mind, will be cheaply gained even at a loss of one or two annas on every copy sold.

Additions to Persian Selections.

7. It is believed that the additions proposed to the Persian Selections now used in the highest middle school class will be popular, and, if they be substituted for the extract from the Shah Namah, will introduce into the book a variety in which it is now somewhat deficient.

II.—Urdu Books.

Urdu books.

8. The two elementary books were considered to be sufficiently adapted to their objects, with one or two proposed alterations which explain themselves. But with regard to the Third Book, it was unanimously agreed that the gap between it and the Second Book was far too wide. The adoption of the Third Reader now in use in Oudh would, it is believed, remedy this defect. A desire was expressed that Urdu should be read longer than it is now instead of being only written in the upper classes; and the principle of this change was supported by the Officiating Director. Mr. Forman thought that the present Third Book, if given to more advanced boys, was in itself not an inferior text-book.

III.—Arabic Books.

Arabic books.

9. These have been put together entirely with a view to the Calcutta course, which has the full approval of Arabic scholars. The removal of one passage in the Selections is recommended on moral grounds, but otherwise no change is desired. With regard to the grammar there is no pressing want; and the translation of Dr. Wright's, which that Professor has stated he is preparing, may be awaited. Dr. Rahim Khan also noted the anomaly of a commencement of Arabic being made in the 7th class, whereas, from some Muhammadan middle schools, boys might pass on into the upper schools already well grounded in the elements of that language. But it was finally admitted that this was inevitable.

IV.—English Books.

English books.

10. In this branch the Committee think it desirable to forward for His Honor's consideration the Minutes made by the Sub-Committee *in extenso*. They fully concur in the main position taken up by Mr. Cordery, viz., that the subjects treated of in early English Readers should be such as can easily be realized by, and brought home to the imaginations of, Native boys. And they certainly believe that this view is not out of harmony with the greater stress laid by Mr. Forman on the necessity of impressing the great lessons of simple morality upon their minds in these early lessons. But some slight difference of opinion between these two members is perceptible as to the extent to which topics of an extra Indian

character can be safely introduced. Probably Mr. Forman judges mainly from his experience of the operation of English lessons taught by, or under the immediate superintendence of, English gentlemen; Mr. Cordery from his observation of the working of Native teachers. And on this subject Mr. Rodgers dwelt specially upon the pressing need of an Anglo-Vernacular normal school.

11. But on two points the Committee were agreed: (1) that the present four readers are positively ill-calculated to enable Native boys to learn a free intelligible and idiomatic use of English; and (2) that a new course ought to be prepared within the country, or by men who thoroughly know it and will accept the main principles now advocated.

The present readers are unsuitable. New ones must be prepared in India.

12. Concerning English Grammar, the Committee also would express their belief in Mr. Gulliver's theory that it is not the formal analytic and somewhat pedantic divisions and sub-divisions of parts of speech which should be taught to a Native youth, but the construction of sentences and the principles of a progressive syntax. This also harmonizes with Mr. Cordery's suggestion that one of the principal points to be impressed is the rationale of the contrasts in English as compared with Vernacular constructions and idioms. But here again it is nothing short of the preparation of a new work that can be recommended.

English Grammar specially adapted to Natives is required.

V.—Hindi Books.

13. The school scheme in this subject met with approval so far as it went, and the suggestions of the Committee are limited to supplying such admitted deficiencies as the want of a good work on mensuration, and the adoption of books for the 5th and 6th classes, when Hindi schools carry pupils above the 4th. The present thinness of the Hindi course is accounted for by the fact that pupils who enter upon these classes are not in this Province of a rank that, as a rule, cares to go beyond the elements.

Extension of Hindi books.

VI.—Sanskrit Books.

14. These stand in precisely the same position as the Arabic text-books. And there is the same slight amount of difficulty respecting the choice of a grammar. There are two or more candidates for the place, and the Committee have taken steps to refer the decision upon their merits to the Professors concerned.

Sanskrit books.

VII.—Historical Books.

15. On the English standard books adopted with an eye to the University requirements the Committee have nothing to remark. The vernacular text books on this subject are two—the Waqiat-i-Hind or History of India, and the Kisus-i-Hind or stories from Indian History. These have been carefully and ably analyzed by Mr. Rodgers, who has undoubtedly brought into due prominence many gross inaccuracies, especially in the Waqiat-i-Hind. It will be gathered from the resolutions that the Committee freely admit the existence of these defects, though in the Kisus-i-Hind they are for the most part only *omissions* justified by the plan of the work. And the preparation of a History of India in the vernacular is a great desideratum, on which they have submitted their opinion clearly enough, and which cannot be too soon supplied. But the present works have the advantage of being written in an Urdu which is liked, and which carries boys along with it; and in the absence of any better work they can only suggest the removal of any glaring defects from the Waqiat-i-Hind when it is re-printed, and the continuance of its use in that form until a better history is written. Of the other work they express a very favourable opinion.

A new History of India is required, the present book being very faulty.

VIII.—Geographical Works.

16. The Miftah-ul-urz, the work at present in use, has the great defect of giving Europe the same prominence as compared with Asia and India that it naturally has in English text-books. All the parts that deal with Asia required re-writing. And the lists of countries and cities need to

In the present text-book the parts relating to Asia and India need amplification.

be enlivened by descriptions and illustrations. The insertion of suggestive questions respecting the inter-communications of different nations at the end of each section, but without their answers, would have an excellent stimulating effect. But with regard to the sections on scientific geography, the Committee hold that the work is not inferior to what can be expected and understood. The failure of pupils in these subjects must be due to the incapacity of teachers, not to the faults of the text-book, and they have, therefore, advised the introduction of Pritchard's Physical Geography, a work somewhat too expensive for ordinary schools, into the normal schools of the Province, for a teacher who has mastered that little work ought to be able to teach the subject sufficiently well from the Miftah-ul-urz.

IX.—Mathematical Works.

17. The arithmetic is an adaptation of Barnard Smith's work, and the members of the Committee, qualified best to form a judgment, state that they know of no better elementary treatise, nor is there any ground of complaint against the manner in which the translation has been done. For India, however, this edition is not free from the same fault which, in one shape or other, pervades so many of our school text-books. It seems simply preposterous that sums should be set in English coin and wine measures; and, unless Government is desirous of familiarizing the introduction of the present European scales, even the use of tons and cwts., instead of maunds and seers, is hardly justifiable in village schools. The Committee is aware that this is due to the requirements of the University Entrance Examinations; and perhaps in a few measures, *e. g.*, those of length and space, the instruction of the country in the adoption of the established miles, acres and furlongs in lieu of the fluctuating côs, beegah and kanál may be desirable. Still the absence of familiar Native scales is not calculated to render the study palatable either to parents or children.

In the present text-book the introduction of English coins and of the measures of length and weight is injudicious.

18. The translation of Euclid appears to the Committee to be deficient in deductions and analysis, but in other respects to have been well done.

Translation of Euclid is deficient in some particulars.

19. The algebra is arranged and translated on a well-conceived plan, but is so full of misprints that the Committee are inclined to recommend the condemnation of the present edition. At any rate a reprint should be commenced at an early date.

Algebra is full of misprints.

20. The present vernacular treatise on mensuration is a very inadequate work. This is admitted by all concerned, and translation of Todhunter's work on that subject is recommended. This will also enable vernacular students to continue this study further than they have now any opportunity of doing.

Translation of Todhunter's Mensuration to be adopted.

21. The order in which the Committee would desire the recommendations to be acted upon, so far as funds admit, is as follows:

Recapitulation of the recommendations.

I.—As soon as possible and simultaneously—

Preparation of new English Readers.
Translation of Todhunter's Mensuration.
Adoption of a new Third Urdu Book.
Adoption of expurgated editions of Gulistan and Bostan.
Revision of the Waqiat-i-Hind.

II.—Revision of the Miftah-ul-urz.

III.—Preparation of a new English Grammar.
Ditto Persian do.
Writing of new Vernacular History of India.

The remainder of their proposals can be carried out as the present editions of the different works concerned are exhausted.

22. The Committee do not now make specific proposals as regards the means by which any of these suggestions might be carried into effect. But they have recorded their general opinion that the

Translation of English works to be entrusted to competent persons.

plan of assigning each task to some men believed to be competent, with the promise of an adequate reward when the work is completed and approved, is preferable to any other.

Loss on the stock of English Readers which are condemned.

23. The only considerable loss involved in any of these measures is in the condemnation of the English Readers. Of these a large stock is in store, and if the new Readers could be ready for use a year hence, there will be a loss, after deducting that year's consumption, of about Rs. 3,500.

Foundation of an Anglo-Vernacular Normal College at Delhi at the expense of the Governments of the Punjab, the North-Western Provinces and Oudh.

24. The Committee have concluded by recommending the foundation of an Anglo-Vernacular Normal College at Dehli, to which the North-Western Provinces and Oudh as well as the Punjab might send pupils to be trained as masters. They believe that in such an institution lies the only certain and sound remedy for the present deficiencies of our English teaching, and that without it, placing better books in the hands of men who have not acquired the special art of using them to the best advantage, will prove inadequate. The expense of such a college would be considerable, but it is suggested that it might be shared between three Administrations without enlarging it to unmanageable dimensions; and in such case the benefit of European training would be so widely extended that a cost even of Rs. 8,000 or Rs. 9,000 a month no longer appears excessive.

Proceedings of the Committee appointed for the review of the Punjab school text-books of their first meeting on 6th March 1873.

PRESENT:

Reverend FORMAN.	C. R. RODGERS, Esq.
Reverend GULLIVER.	J. G. CORDERY, Esq.
C. HAWKINS, Esq., C. S.	LALA THAKUR DAS, B. A.

Babu NOVIN CHANDRA RAI.

Resolved—That, in accordance with the permission granted by His Honor the Lieutenant-Governor, the Committee invite Dr. Rahim Khan, "Khan Bahadur", and Muhammad Latif, to join their body and to assist them specially in the review of the Arabic and Persian books of the Educational Department, and to introduce a Muhammadan element into the constitution of the Committee.

Resolved—That the various books be distributed for report amongst the Committee in Sub-Committees and in the following manner:

Subjects.		*Names of Sub-Committee.*
I.—Urdu	...	Reverend Forman. Lala Thakur Das, B. A.
II.—Persian	...	C. R. Rodgers, Esq. Muhammad Latif.
III.—Sanskrit	...	Babu Novin Chandra Rai.
IV.—Arabic	...	Dr. Rahim Khan, "Khan Bahadur" Muhammad Latif.
V.—History	...	C. R. Rodgers, Esq. C. Hawkins, Esq., C. S. J. G. Cordery, Esq.
VI.—Geography	...	A. Brandreth, Esq., C. S. C. Hawkins, Esq., C. S. Reverend G. Gulliver. C. R. Rodgers, Esq.
VII.—Mathematics	...	Lala Thakur Das, B. A.
VIII.—English	..	C. Hawkins, Esq., C. S. Reverend G. Gulliver. Reverend C. Forman. J. G. Cordery, Esq.

Resolved—That the meeting be adjourned till 28th April, when the reports shall be laid by the Sub-Committees before the full Committee.

LAHORE;
The 6th March 1873.

J. G. CORDERY,
Secretary to the Committee.

Proceedings of the Committee appointed for the review of the Punjab school text-books at their second meeting, Lahore, 28th April 1873.

PRESENT:

Reverend C. FORMAN.
Reverend G. GULLIVER.
Mr. J. G. CORDERY.
Dr. RAHIM KHAN, "KHAN BAHADUR".
MUHAMMAD LATIF.
LALA THAKUR DAS, B. A.
Babu NOVIN CHANDRA RAI.

THE Secretary reported the resignation of Mr. Hawkins, C. S., in consequence of his transfer from Lahore.

Resolved—That, in the absence of two members of the Committee, the resolutions passed this day be considered provisional and subject to any modifications that may seem necessary upon the subsequent representations of absent members.

Read—The report of Muhammad Latif upon the Persian text-books.

Recommended—That in the next edition of the Persian First Book the verbs—a list of which is contained in the first five pages—have their meaning in Urdu given with them.

Resolved—That the Committee reserve their judgment upon the Second Persian Book until they have an opportunity of hearing Mr. Rodgers' opinion upon the "Latifas" contained in it.

Recommended—With regard to the unfavourable view expressed of Masdar-i-Faiyuz that the Persian Grammar now used in the Oudh schools be referred to the same Sub-Committee for a report on the advisability of its adoption, or on the necessity that may exist for the preparation of a new grammar.

Resolved—With regard to the immorality of certain portions of the Gulistan, that the Ludhiana expurgated edition of that work be referred to the Sub-Committee for report upon its meirts and price compared with that published by the Educational Department.

Recommended—That the 3rd chapter of the Bostan be henceforward omitted from the course of studies, and that an expurgated edition of the whole work be either prepared or adopted; that edition now in preparation at Ludhiana is also referred to the consideration of the Sub-Committee.

Resolved—With regard to Muhammad Latif's proposal for the introduction of Selections from Sekandar Nama Beyri, that, in the opinion of the Committee, the course is already sufficiently full of Persian.

Resolved—That judgment be reserved upon the Selections from the Anwar-i-Suhaili until further opinions can be obtained by the Secretary.

Recommended—That the Ruquiât-i-Alumgir by all means be retained in the course.

Recommended—That an addition be made in the next edition of the Persian Selections used by the 6th class from the Nal Daman, a poem by Fayzi, and from the Insha of Abul-Fazal and Sairulmutakharin, and that one of the two war pieces be excluded (Shahnamah), but that the vocabulary be retained (after one or two corrections) as at present; also an immoral story be cut out of the Selections.

Read—The reports upon the Arabic text-books now in use by Dr. Rahim Khan, "Khan Bahadur", and Muhammad Latif.

Resolved—That no change appears advisable in the books now in use, which are well suited to lead up to the standards required by the Calcutta University and the Punjab University Colleges; but that when the grammars of Dr. Beamon or of Dr. Wright are translated, it will be advisable to place them in the hands of those of the students who enter the 7th class, already grounded in Miftah-ul-Adab, which is, however, very good and sound as far as it goes.

Read—The report of Lala Thakur Das, B. A., upon the Urdu text-books now in use.

Recommended—That in the next edition of the First Book the alphabet be printed in three columns, so as to shew at a glance the three forms which each letter takes according as it is initial, medal, or final.

Recommended—That from the next reprint of the First Book the following "Latifas" be elided: Numbers 4 and 5 as enigmas beyond the comprehenison of boys, and No. 14 as purposeless and stupid.

Recommended—That from the next reprint of the Urdu Second Book the following elisions be made: Stories No. 4, No. 22, No. 44, No. 47, No. 53, and the name of Sekandar in No. 16.

Recommended—That the Third Urdu Book be dropped out of the course, and a new book be substituted, partly to take its place, and partly to occupy a portion of the time now devoted in higher classes to copies, dictation, essays and transliteration in this language.

The advanced Prose and Poetical Reader used in Oudh is recommended.

The meeting then adjourned until 4 P. M. of the 29th April (the next day).

LAHORE;
The 28th April 1873.

J. G. CORDERY,
Secretary to the Committee.

Proceedings of the Committee for the review of the school text-books in the Punjab at their third meeting on 29th April 1873.

PRESENT:

A. BRANDRETH, Esq.
Revd. C. W. FORMAN.
C. R. RODGERS, Esq.
J. G. CORDERY, Esq.
Babu NOVIN CHANDRA RAI.
Dr. RAHIM KHAN, "KHAN BAHADUR".
Lala THAKUR DAS, B. A.
MUHAMMAD LATIF.

Read—The proceedings and resolutions of the last meeting.

Recommended—With regard to the new editions of the Gulistan and Bostan, that it would seem a desirable policy to reprint the Ludhiana or other expurgated editions at such a price that it could undersell in our schools the complete editions at present sold at cheap rates in the bazaars, even though such a measure should be attended with the sacrifice of some money in the cost of publishing them.

Recommended—That when the Selections of the Unwar-i-Suhaili be reprinted, they be chosen on the principle of extracting complete portions of the work instead of pieces simplified by omissions.

Read—The reports made by the Reverend E. M. Gulliver and Mr. Cordery on the English Readers and English Grammar now in use; also Notes upon the same by the Reverend Forman.

Resolved—After a lengthened debate, that these works cannot be too strongly condemned, inasmuch as they treat of subjects utterly uncongenial to the Native mind, and on other grounds set forth in detail in the reports made by the Sub-Committee; also that these reports be submitted to Government with request that a new and original series be constructed upon the basis and principles advocated therein.

Read—The report made by Babu Novin Chandra Rai upon the Hindi and Sanskrit books now in use.

Recommended—That when a reprint is made of Dharm Singh ka Vritant, certain words not in use in the form of Hindi spoken in the Punjab be removed and others substituted in their place.

Recommended—That the Bidiankur be printed instead of being issued in a lithographed form only.

Recommended—That an enlarged appendix be added to the next edition of the Ganitsar containing a greater variety and number of exercises and examples.

Recommended—That when new works on geography and on mensuration are prepared or adopted for the use of the Urdu schools, translations in Hindi be made and issued to the Hindi schools.

Resolved—That the opinion of the Sanskrit Professors in the Government colleges be taken upon the advisability of substituting the Saral Biakaran for the Sanskrit Grammar now in use.

The Committee then adjourned till 4 P. M. on 30th April.

LAHORE;
The 29th April 1873.

J. G. CORDERY,
Secretary to the Committee.

Proceedings of the Committee for the review of the text-books of the Punjab schools at their fourth meeting on 30th April 1873.

Read and confirmed—The proceedings of the last meeting.

Read—The report of the Sub-Committee upon the vernacular historical and geographical works.

Resolved—That, although the Waqiat-i-Hind is full of mistakes and inaccuracies and errors, especially in the proportional space allotted to different periods of Indian history, yet as it is believed no better Indian history in Urdu exists, and for some time to come none can be forthcoming, it is advisable that, when the present edition is exhausted, a new edition be brought out, with the more glaring faults and deficiencies to a certain extent corrected and supplied. But the Committee recommend as the only adequate step the preparation of a school history in Urdu, adopting Messrs. Pope and Lethbridge's work as the skeleton-frame in which those parts that relate especially to Northern India might be filled in with much ampler details than those which relate to the South. The whole work should afterwards be completed on the same scale for the use of the normal schools.

Resolved—That though the Kisus-i-Hind (stories from Indian History) by no means meets the want of a continuous history of the country, yet it fulfils the purpose of presenting a series of historical pictures and characters sufficiently well.

Recommended—That those portions of the Miftah-ul-urz (Vernacular Geography) which relate to Asia and India be re-written on the principle of giving full descriptions of the physical peculiarities of each country and province, and of their means of intercommunicating with each other; that an elementary treatise on physical geography be introduced into the normal schools, and that a commentary be added to those parts of Miftah-ul-urz which touch on that subject to help the teachers in imparting it.

Read—The report of the Sub-Committee upon mathematical text-books.

Recommended—That the misprints being very numerous in the Jabr-o-Makabla (Vernacular Algebra) be carefully corrected against the publication of a new edition, and that on the same occasion an appendix be added containing additional problems.

Resolved—That Drs. Carnwell and Fitch's Science of Arithmetic be translated or adopted in an abbreviated form for the use of normal schools.

Recommended—That Zaka-ulla's translations of Todhunter's work on mensuration be adopted as the text-book in the vernacular classes on that subject; but that wherever this subject is taught practical and out-of-door lessons in the art should also be given.

The Committee then adjourned till 4. P. M. on 3rd May 1873.

LAHORE;
The 30th April 1873.

J. G. CORDERY,
Secretary to the Committee.

Proceedings of the Committee for the review of the school text-books at their fifth meeting on 3rd May 1873.

PRESENT:

A. BRANDRETH, Esq.	Dr. RAHIM KHAN, "KHAN BAHADUR"
Revd. C. W. FORMAN.	Babu NOVIN CHANDRA RAI.
C. R. RODGERS, Esq.	Lala THAKUR DAS, B. A.
J. G. CORDERY, Esq.	MUHAMMAD LATIF.

Read—The proceedings of the last meeting.

Resolved—That, although the Committee have made such recommendations as they have been able to arrive at on the subject of the improvement of the text-books, yet they would express their conviction that the main means for carrying out the objects of their proposals lie in the establishment of an Anglo-Vernacular in addition to a Vernacular normal school; and, inasmuch as the cost of such an institution is admitted to be the only objection to its foundation, they would venture to suggest the project of a normal college at Delhi, to which pupils might be sent, not from the Punjab only, but from the North-Western Provinces and Oudh also, so that the three Urdu-speaking Provinces might distribute the expense amongst them, and one and all gain the benefit of that special training for their school masters which this Committee believes to be unattainable in any other manner.

And inasmuch as it is obvious that many suggestions made involve the preparation of new works, the Committee would also express their conviction that the consignment of a particular work to one or two men, believed to be competent to undertake it for a fixed reward upon its completion and approval, has been proved by the experience of this Province, to be a plan infinitely preferable to that of seeking to obtain a choice of such books by any principle of competition. For it is found that neither English nor Native gentlemen will incur the risk of losing their time and labour, or render any gratuitous assistance to any one else, unless they see a comparative certainty of a gain to the public good before them.

Mr. Cordery then read the report with which he proposed to forward copies of these proceedings, and it was adopted unanimously.

The Committee then adjourned till further orders.

LAHORE;
The 3rd May 1873.

J. G. CORDERY,
Secretary to the Committee.

Memorandum on the English text-books now in use, by Mr. J. G. CORDERY, Officiating Director of Public Instruction, Punjab,—dated Lahore, the 9th May 1873.

THE principle which I am desirous of advocating as that which should almost exclusively guide us in the preparation of *elementary* English books for Native students is that all the subjects dealt with at first in the foreign language should be such as fall within the range of his easy and natural sympathy. The difficulty of straining the imagination so as to conceive an utterly alien experience should not be added to the difficulty of taking cognizance of the strange words and idiom. I am speaking, it will be remembered, of books for beginners only of "Readers" intended to give boys the power of reading and writing English fluently. It will be seen that, if this principle be thoroughly adopted and logically followed out, the results involve a very sweeping condemnation of many of our text-books now in use; but as it has recently been laid down by the Government of India as the basis of any sound reform, it seems unnecessary here to enter upon its defence. Much may undoubtedly be said in favour of opening a boy's mind by shewing him, at as early a date as possible, that people exist amongst whom the names of Buta Singh and Nabi Baksh are unknown, and that other and higher ideals of life are to be found than those in vogue in India. But as a matter of fact this new world is not realized, when at the same time the attention has to be fixed upon mastering the terms in which it is set forth. And we find that when we place before a Native boy of fourteen an account of the discovery of America by Columbus, or a biography and criticism of Benjamin Franklin, the whole topic treated of is as wide of his understanding and as difficult to grasp as the words in which it is written. And it is this dissociation of phrases from things and of language from actual life that has led to what is the notorious blot on the whole educational system in India: Bachelors of Arts, whose first readings in English have had reference to adventures in Lapland and Hudson's Bay, to ships of which they can form no conception, and to customs which have no parallel within their experience; who have continued this course, on much the same principle through the Spectator, dealing as it does with the delicate refinements of an unknown and artificial state of society, and through Milton's Poetry, teeming with expressions the meaning and allusions in which have to be learnt by rote; and naturally prone to end by looking on the whole language as a bundle of terms to be trundled on the tongue, "like mere abstractions, empty sounds, to which they give no substance and attach no form". And it is this reproach to which we are only too fully and frequently liable.

2. I do not doubt that many of these obstacles can be got over, or that their being overcome is in itself a high species of education when an able European teacher brings them within the comprehension of the pupil. But the problem before us is how best to impart the power of reading and writing English through the agency of *Native* teachers themselves, with an actual experience of things and objects hardly broader than that of those whom they have to teach.

3. If we accept the principle I have been defending as the best key to this problem and turn to the text-books at present employed for the same object, we must unhesitatingly and entirely condemn all except the two first Primers. These are sufficiently simple, containing the tables and expressions common to all climes and countries. But of the four Readers there is not one that in the least degree bears this test In 800 closely printed pages there are not 20 devoted to exclusively Indian subjects, and not more than 150 describing incidents or traits in animals or

objects in natural history found in India as well as other parts of the world. They seem to me compiled especially to interest children familiar with the sea, and naturally susceptible to the enterprize and wonders attendant on naval explorations. In historical narrative they touch almost entirely on English history. If I was compiling a similar work for the use of our Indian schools, I do not think there are ten pages which I should transfer from them. It is a matter of my daily experience that they are distasteful both to teacher and pupil. Even judging them upon the basis on which they are constructed, I do not give them high praise, for they are supposed to be graduated lessons as they are read onwards; and I consider the third to be, in point of fact, much more difficult than the fourth; and by Native masters, at any rate, it is in practice found to be so. Moreover, the general style of the language used is not of a pure order; it is neither sufficiently simple nor easily remembered.

4. I certainly would push my argument to its logical result, and assert that any compilation made in England would, when applied to India, be open to many similar strictures. It will follow also that a series of such books should be drawn up in the country, and even that each broader division of race should have its own course.

5. For the schools of Northern India I would sketch the scheme somewhat as follows: The Primers might remain as they are. It should be presumed that throughout all the books should run a tone of higher morality, which should also be in parts imparted by direct lessons in addition. to the examples pervading the stories. The First Reading Book should consist of a few of Æsop's fables; stories from the Punjab Rajahs; considerable extracts from the Arabian Nights; stories taken from our Settlement Reports and in vogue in various districts; short lives of Akbar, of Alexander, and of Nanuk.

The Second should contain anecdotes in natural history, all drawn from animals and objects, at any rate analogous to those known in the country: a clear account of the rise of British power and its advance, especially detailed by anecdotes, in the North; and a statement in simple language of our objects and reasons in making a settlement of the manner in which it is our wish to have it done.

In the Third Book the course of natural history might be extended: extracts, for instance, might be given from lectures of such perfect English as Sydney Smith's on Instinct; the boys having become familiarized with the idea of history might be sparingly introduced to that of other countries, the extracts being made specially with an eye to geography; and the position in which an English official desires to stand to his district might be set forth; also the duties expected under our regime from Native subordinates as compared with their functions under former rulers.

In the Fourth Book the relation of an advocate to his client and to the course of justice might be a prominent subject. Historical anecdotes might be carried farther; and a good selection made from Anglo-Indian letters, *e. g.*, from the despatches and correspondence of Lord Metcalfe, Sir John Malcolm, Lord Wellesley, and the Duke of Wellington.

6. Some such course as this would, I think, have the effect of closely connecting the foreign words, idioms and phrases learnt with subjects that the Native boy knows, and finds some, at any rate, to take an interest in. All incidental allusions that would occur in such topics would naturally be such as a Native master would probably have learnt to apprehend; whereas, on the present system, though the English may be thoroughly understood, there is hardly a page without its puzzle.

7. What I have said has its bearing on English Grammar as well as on English Readers. I believe those we have in use are as good as any existing for English boys. But I am not contented unless one is prepared everywhere pointing out the variations of English from Vernacular idiom, and more or less entering into the rationale of such contrasts. The manner in which a work on such a system would bring home every prominent point in the new language by its collision with their own would treble not only the pupils' interest in the subject, but their memories also.

8. The decision of the Calcutta Syndicate in favour of the abolition of English text-books for the University Entrance Examination has rendered it further necessary to take in hand the course for the classes in the upper schools also. The Readers take the student through the middle school, but in point of fact it is found advisable to continue reading them through the 7th class also, adding " Selections

from English Poetry", which have been compiled for the purpose by Mr. Sime, the Principal of the Delhi College. I agree in considering that it is at this point that the introduction of students to English poetry is advisable. And the present selections, though open to some criticism, are not unfitted to effect this with success. For the 8th class I would suggest a reprint of Macaulay's Essays on Warren Hastings and Clive, and of Southey's Thalaba with its Notes. For the 9th a reprint (with a few omissions) of Lala Rookh, and of one or two chapters from Fawcett's Political Economy, and of extracts from some elementary work in Mental or Moral Philosophy. It will be noted that in these advanced classes also my proposals, specially in the new subject of poetry now introduced, are based upon the theory which, in my humble opinion, ought to pervade the whole system.

Remarks on the English books in use in the Government Schools in the Punjab by Mr. C. W. Forman.

There are few tasks more difficult than the preparation of a series of English Readers which will give general satisfaction, one reason of which difficulty no doubt is the fact that so many important principles have to be kept in mind and consistently carried out in their preparation—

(1) the lessons must be properly graduated ;
(2) they should be interesting to the pupils ;
(3) they should be instructive ;
(4) they should be adapted to draw out the reflective powers of the pupils ; and
(5) they should be adapted to exert a wholesome influence on their morals and manners.

No two compilers would probably quite agree as to the relative importance of each of these principles, and some would exalt one to the great detriment of the others.

With reference to the series of Readers now in use in the Government schools in this Province, I would remark, first, in general, that the principal aim of the compiler seems to have been to interest the pupils; but in my opinion he has not succeeded in doing so in consequence of not understanding or of not keeping in mind the capacity and tastes of those for whom they were compiled.

Remarks on the several books in order.

Primer, Part I.—The exercises on the different vowel sounds in the beginning are very good, and should be retained. The principal faults are that the book is very uninteresting, not instructive, and the moral of some of the lessons is not high—(see particularly Nos. 29 and 30). The mention of things which unnecessarily shock the prejudices of Native children, as of beef and pork, should be avoided, particularly in the books first put into their hand—(see 5th and 16th lines of 10th page).

Primer, Part II.—The matter of this book is good, but the lessons are not well graduated, and the latter part is entirely too difficult—(see particularly the account of Alexander).

First Book.—This too is badly graded, the last lessons being no more difficult than the first, nor more difficult than the 25th and 26th of Primer, Part II.; (2) there is too little variety in the subjects ; (3) there is too little instruction and too many profitless stories, *e. g.*, the Ugly Duck, Bruin and Reynard; (4) the moral is not always good—see Robin Hood, Ugly Duck, a Noble Act; (5) there are some stories intended to be believed which are very improbable—see pages 34, 49, 63 and 96.

Second Reader.—Many of the lessons suppose far more intelligence than can be expected in the class in which this book is to be read—see Godwin Sands, Tenby, City of York, Faroes and Iceland. I would omit such horrible stories as are found on pages 182, 185 and 166.

Third Reader.—This book is altogether too difficult, and the subjects are not such as children are interested in. I would avoid historical sketches which are calculated to give a low opinion of the English character—see pages 22, 242, 243 and 236. There is too little variety in the subjects, and too little to make the boys think. There should be some *lessons on things*.

Fourth Reader.—The objections to this book are about the same as those made to the others. There can be no doubt, I think, that a new series of Readers is required. I would therefore offer some remarks on *the principles which should guide the compilers*—

(1.) In order to make the lessons interesting it is of the greatest importance that they should treat of subjects not too foreign to all the previous ideas of the pupil. But I am satisfied that the minds of boys and lads of different nations are not so dissimilar that the generality of subjects which interest those of one nation will be entirely distasteful to those of another, and I think it is quite possible gradually to widen the views of a lad in the Punjab so that there will scarcely remain a subject in which an English lad will be interested which will be entirely uninteresting to him. I would then adopt the principle of beginning near home and carrying the people further and further away, believing that, besides having other advantages, this will really prove the more interesting in the end.

(2.) In my opinion it should be our aim from the very start to instruct and educate the pupils as fast as possible. It may be said that if you teach a lad English he can afterwards acquire any knowledge he may desire. But the people of India are not readers, and it is too true that few, very few, learn much after they leave school. If it be said that, if we aim chiefly at giving them a good knowledge of English by means of these Readers, they can acquire the useful knowledge they need in a more advanced part of their school and college life, I would reply, first, that a very small proportion of those who enter our schools ever reach even the higher classes in them, and therefore we should use the opportunities we have to *educate* them in the lower classes. If it be said we should use the Vernaculars for this purpose, I reply, the great difficulty in interesting the pupils in any subject which would interest an English lad is the want of really competent teachers, and this want is felt to a far greater degree in the Vernacular than in the English departments of our schools; and, finally, I would remark that I believe that just so far as we neglect to draw out the mental faculties of the pupils from the beginning of their course, just so far we shall fail to make real men of them.

In my opinion it is also extremely important to give the pupils a moral training, and I think this should be done rather by biographical incidents than by didactic pieces. There can be no reason why Indian children should not be taught to be gentle and honest and true and pure; nor why they should not be taught to admire God's skill, wisdom and goodness in his works, and to fear, love and trust Him. The Lieutenant-Governor of the Punjab remarks on the last educational report that special care should be taken lest the good manners natural to Native youth be lost at school. But it should be admitted and well considered that our system of education must undermine many of the notions and overthrow many of the prejudices of Native youth. How important then does it become that we should teach them what true politeness, based upon humanity, truth, gentleness, purity and kindness, really is!

The Lieutenant-Governor admirably remarks—"English education is to be penetrated with the spirit of the great English authors; to imbibe some portion of their strength and beauty and nobility and gentleness and wisdom, to mould the life and character upon the models they have furnished".

I would deprecate the idea of depending to any great extent upon original matter for these books, because, in my opinion, there is little of the talent required for writing for children in this country, and there are but few who have leisure for the work. By adopting the contrary principle, we would, I think, only prepare work for a future Committee to undo.

Report of Committee for the examination of school text-books.

Reverend E. H. Gulliver.

I HAVE had the following text-books submitted to me for examination:

I.—English, in Theory and Practice:

(a.) Grammars—

(1) Morell's Grammar and Analysis.

(2) Lennie's English Grammar.

(b) English Reading Books—

(1) A Series of English Readers, in four parts, published by Longman.

(2) English Primer, in two parts, published by the Department of Public Instruction, Punjab.

(3) Readings in Poetry [Educational Department, Punjab].

II.—Geography—

(1) Anderson's Geography.

(2) Geography of India, by George Duncan.

I have the honour to report on the aforesaid books as follows:

First, with reference to English, theoretical and practical, Morell's English Grammar contains a highly artificial and refined scheme of grammar, starting with the usual division of grammar into three parts, viz.—(1) Orthography, (2) Etymology, (3) Syntax. It sets forth the most systematic analysis of each division, defining and distinguishing between the various points that seem to the Grammarian contained under each of these divisions.

The most important consideration with reference to this grammar seems to be the following, viz., that at the commencement it sets forth the various *parts of speech* as a starting point in the study of English, for though this is subordinate to the scheme which I have above briefly indicated, it actually contains the initiative idea of the system. To this I wish again to refer in the course of my report.

So far as I have been able to examine the book, the analysis of the writer have been carefully worked out and with considerable skill, though they would appear at times to contain distinctions without a difference. In order to show the extreme dissective tendency of the author, I subjoin his analysis of the conjunctions as one of many similar instances that might have been quoted.

Table of conjunctions (Morell's Grammar, page 25).

Conjunctions are—

I.—Copulative ...	1.	Connective	And, also, likewise, &c.
	2.	Continuative	Before, where, that, ere, whither, except, after, whence, however, when, because, as, if, &c.
II.—Disjunctive ...	1.	Distributive ...	Or, not, either, neither.
	2.	Adversative ...	But, nevertheless, &c.

On the whole, I regard the book as adapted chiefly for somewhat advanced students desirous of working out for themselves the theory of grammatical analysis.

Lennie's Grammar.

The second book on the list is very inferior to that immediately preceding it. It too starts with the eight or nine parts of speech as a point of departure for the grammatical student; but there the resemblance fails. It has apparently but little pretence to any methodical treatment of the subject; the parts follow rather accidentally than by necessary dependence and connection. This is more especially noticeable in the Syntax, which consists of a number of dogmatic rules arbitrarily strung together without any very apparent sequence of thought. Many of the notes, moreover, with which the book abounds, are calculated to embarrass a young student.

General criticisms.

Speaking now in terms of general criticism suggested by the examination of the above books—and they may be taken as typical of by far the larger number of English grammars—I have, though with the greatest deference, to record my firm conviction that the plan on which they are formed is a false one. Intellectual acuteness and ability may have been shewn as in the case of the book first-mentioned, but this can only beautify not redeem error in the mode of treatment.

The true starting point of all grammar should be not an exact analysis of the parts of speech (eight or nine as the case may be), but the very simplest form of the sentence.

The former system puts before a boy's mind terms derived from a difficult scholastic philosophy—far removed above his possible experience. To these terms he is, for the most part, unable to attach any definite ideas, and consequently he learns them by rote as mere words, to the failure of his own grammatical progress and to the injury of his own mind. But let the other plan be adopted, and the most simple form of the sentence taken as the primal idea of grammar; the boy at once escapes, being overwhelmed by an avalanche of foreign terms, and at the same time acquires a practical knowledge of the first part of grammar; thus he learns that certain words are like labels affixed for convenience to certain things. Again, he learns that certain others contain as it were short stories told of the first words. In this two-fold elementary knowledge he has acquired a more practical grasp of the subject than if he had been told that "a noun is the name of anything we can see, feel, hear, or discourse of"—a definition which attributes by an evil nominalism an almost actual existence to the word; or if he had learnt in an abstract, and therefore to him unfamiliar way that "a verb indicates doing, being or suffering". Let him by constant practice and repetition master this elementary form of the sentence consisting of the simple subject and predicate, he has then a foundation on which a superstructure may be raised. In the prosecution of this he will next acquire a notion of an adjective affecting the subject, and still further of an adverb affecting the predicate; and so by regular system of growth he will at length come to understand the most elaborate development of the simple sentence, the point from which he started; afterwards he may attempt in the same gradual manner the more abstruse parts of grammar, such as the theory of conditional sentences, though here his progress may be less rapid, the subject being one of difficulty to the average boy-mind. I have ventured, with some diffidence, to introduce the above short sketch of the system with reference to which a grammar should be constructed in order to insure an intelligent grasp of the subject on the part of the student, and at the same time to act as a means of mental development and discipline.

Speaking from my own experience I should have more faith in such a grammar, however broadly the facts were treated, than in the most elaborate analysis. In their own way these may possess great value, but it is surely the habit and power of accurate analysis that we seek to develop in a boy's mind—*not* the result of another's analysis that we wish him to assimilate.

Very often it is found that books, the most scientific in their conceptions and accurate in their analytical plans, are but ill-adapted for purposes of education, the explanation of this lying in the fact that they give a teacher the results of another's work, rather than bundles of facts which he may manipulate himself, or upon which he may teach his boys to work. Analysis, which is the ultimate limit of explanation, has a somewhat degrading influence on the mind when it comes merely from without as the work of another, although, when it represents the results of independent work and actual effort on the part of the student, is of the greatest value as tending to develop a power of close observation, and the result of this—accurate conceptions of ideas and exactness in defining those ideas. For the successful carrying out of the above grammatical system, it need hardly be stated that a special and carefully prepared series of reading books would be of the very greatest importance. None of those submitted for examination seem to me quite adapted for such a scheme, especially in its earlier and therefore more critical stages. For Indian boys above all are they unsuitable, owing to the Western thoughts and conditions which they represent.

Without criticising each individual book, I wish to state that, in my own opinion, the first part of the departmental primer is a little too artificial, particularly in its early pages; the examples chosen being mere collocations of words not conveying any complete ideas.

Again, with reference to the second part of the Primer, the style of the composition might be considerably improved; the sentences of the concluding stories are somewhat long, and the cast of them a little deficient in vigour. The Poetical Reader appears too difficult, chiefly by reason of the frequent occurrence of words and ideas having reference to classical events and characters—a field of thought necessarily closed to the vast majority of boys in Indian schools. Many of the poems, though for an English mind of great beauty, contain quaint and unusual words and peculiar or abrupt

constructions necessarily bewildering to a foreign mind. Such may be found, *e. g.*, in Tennyson's Book and the Charge of the Light Brigade. Recurring to what has been already said on the subject of grammatical teaching—if such a system were adopted, a special Reader would be required for example and practice in the successive steps of the sentence, showing its gradual development from the simple form to one more complex and circumstantial in its frame-work. This elementary book should be succeeded by others containing short extracts from the works of authors of pure style and possessing Eastern sympathies.

In any case I would suggest disuse of Longman's series and the modification of the others.

Turning to the geographical section, I have but little criticism to offer. The two books mentioned above seem to treat the subject with considerable fullness—the one with especial reference to the Geography of India, the other in its application to the whole world. Whatever text-book be adopted, a great deal must depend upon the teacher himself, whose special aim it should be at first to excite in the minds of his pupil clear notions of the relative positions of places in the immediate neighbourhood of the school, and afterwards to carry them away from their own homes to other and more distant parts of the world.

No. 4516, dated Lahore, the 3rd December 1873.

From—T. H. THORNTON, Esq., D. C. L., Secretary to the Government of the Punjab.

To—The Officiating Director of Public Instruction, Punjab.

THE Lieutenant-Governor has under consideration Mr. Cordery's letter No. 115, dated 9th May, submitting the proceedings of the Committee named in the margin appointed by His Honor for the revision of the text-books now used in the schools of the Punjab. The further communications expected in regard to the expurgated edition of the Bostan and the Sanskrit Grammar, referred to in paras. 6 and 14 of his letter, have not been received, but His Honor is anxious not to delay further any action that can be taken upon the important suggestions made.

A. Brandreth, Esq.
Reverend C. W. Forman.
C. R. Rodgers, Esq.
J. G. Cordery, Esq.
Reverend E. H. Gulliver.
Dr. Rahim Khan, "Khan Bahadur".
Babu Novin Chandra Rai.
Lala Thakur Das, B. A.
Muhammad Latif.

2. The Lieutenant-Governor, I am desired to state, concurs generally in all the conclusions at which the Committee have arrived, and he is prepared to give effect at once to such recommendations as can be fitly dealt with by the Local Government. Accordingly His Honor directs—

(1) That from the 1st January next the Third Urdu Reader in use in the Province of Oudh be substituted for the Punjab Third Reading Book.

(2) That so soon as practicable the edition of the Gulistan and Bostan now in use in Government schools be no longer used, and that either the expurgated editions of those works published at the Ludhiana Mission Press be adopted and sold at prices not exceeding four annas a copy, or, should there be practical difficulty in carrying out this proposal, that new expurgated editions be prepared by the Educational Department.

(3) The translation of Todhunter's Mensuration which His Honor understands has been brought out by Munshi Zaka-ullah, Professor of Mathematics in the Muir College at Allahabad, should also be adopted from 1st January.

(4) A revised edition of the *Miftah-ul-urz*, in which the defects pointed out in para. 16 of Mr. Cordery's letter may be avoided, might, His Honor thinks, be at once prepared by the translating staff of the Curator of the Government Book Depôt.

(5) His Honor has no objection to the introduction of Pritchard's Physical Geography as a text-book for the students of normal schools, but he is informed that a series of science primers is now being brought out under the editorship of Professor Huxley, and it may be well to see whether the number of this series relating to physical geography may not be preferable to Pritchard's work.

(6) With regard to the proposed revision of the *Waqiat-i-Hind*, it is understood that you are in correspondence with Professor Lethbridge, of Calcutta, regarding the preparation of an Urdu version of his lately issued History of India, which is believed to be found well-adapted for schools in all the Provinces of India where it has been introduced as a text-book. If this could be arranged for it will probably obviate the necessity of a revision of the *Waqiat-i-Hind*.

(7) With regard to the Manual of Arithmetic, His Honor is informed that the late edition of the work is not open to the objection urged in para. 17. If such is the case, no further revision of this text-book seems called for.

(8) A reprint of the treatise on algebra should be taken in hand at once by the Director.

3. With regard to the remainder of the Committee's proposals, His Honor entirely concurs in the desirability of preparing an entirely new set of English Readers, and he thinks the plan suggested, viz., that the work should be entrusted to persons competent to make the selections, with the promise of adequate reward when the work is completed and approved, is the best that can be adopted; but the difficulty of finding persons with leisure and ability to undertake the task is great, and His Honor must leave this important part of the Committee's proposals, together with their suggestion for the preparation of the new Urdu-Persian and Urdu-English Grammar, for the consideration and orders of the Government of India, to whom the report of the Committee and copy of this reply will be submitted.

4. The suggestion regarding the establishment of the Anglo-Vernacular College at Delhi, referred to in the concluding paragraph of the Officiating Director's letter, must be reserved for separate consideration.

5. His Honor would now remark upon a subject which has not been touched upon by the Committee, but which seems to the Lieutenant-Governor worthy of the consideration of those who conduct the Educational Department of this Province. It is the almost total absence of *Urdu Poetry* from the selection contained in the Urdu text-books now in use, or recommended by the Committee; yet the value of poetry as a means of education cannot be doubted; while the number and variety of Native popular songs and ballads current in the Province,—some of them recited by mirásis at village gatherings, or by hereditary bards, others sung by the members of a household on occasions of domestic festivity or sorrow,—show how fully the natives of the Punjab appreciate and make use of poetry in the expression of joy, of sorrow, or of satire. Under these circumstances I am to suggest for your consideration whether it would not be possible to introduce into the course of instruction in our village and zila schools a book of Urdu poetical selections of a moral, didactic, or descriptive character. Possibly selections of this character might be made from the works of Sauda, Mír Taki, Miskín, Zauk or Ghálib. Should such selection be unobtainable from the authors above-mentioned or from other extant poems, I am to enquire whether it would be possible to arrange for the preparation of a volume of poems composed expressly for the use of schools by poets of the present day. If in this way the Government school could be made the means of improving the moral tone of Native secular poetry, and gradually supplanting the puerile effusions now too current, a very good work would be accomplished.

6. In conclusion the Lieutenant-Governor desires that an expression of his cordial thanks be conveyed to the members of the Committee for the satisfactory manner in which they have discharged the important duty entrusted to them, and especially to Mr. Cordery, who first suggested the appointment of the Committee, and has reported the proceedings with great clearness and ability.

APPENDIX XII.

Resolutions of the Home Department directing the formation of provincial committees for revising the text-books

Extract from the Proceedings of the Government of India in the Home Department (Education),—Nos. 143 to 152, under date Fort William, the 29th March 1873.

Resolution.—His Excellency the Governor General in Council has lately found reason to believe that the attention of Local Governments and Administrations might usefully be drawn toward the method upon which text-books are now compiled or chosen for public instruction in schools.

2. It is understood that these books belong to two classes,—

(i.) those that are specially written or compiled for use in schools, and

(ii.) those that are selected out of general literature for study and examination in schools.

3. The question has been raised whether, in either of these two classes, the books now used are altogether accordant with what appears to His Excellency in Council to be a sound principle of elementary education, namely, that the contents of the books taught shall be, as much as possible, within easy range of the pupils' comprehension and ordinary experience. His Excellency in Council believes that it is important to lay out the course of school teaching in India upon this principle. The introduction of books containing allusions to scenes or ideas which boys of this country cannot possibly realize or appreciate is apt to hinder progress in mastering the language itself, which should be the main object of education at this stage, while examinations upon this kind of instruction must have a tendency toward favouring the practice of what is commonly called 'cramming', which, in the training of schools, it is particularly expedient to discourage. For while the more advanced student may be required rapidly to acquaint himself with a variety of new ideas and of references to things which open out fresh lines of thought or points of view, to the school boy all facts that are above his head, or beyond his experience, are a set of isolated expressions carrying no meaning and raising no associations. The consequence is that he must usually learn such things by rote, and must fill his head with them unprofitably by the mere effort of memory; as when, for instance, he is put to read or is questioned in extracts from pieces of English poetry full of classical metaphors and allusions to European history, or when he is taken through a chapter from an English novel of social life.

4. His Excellency would therefore shape the course of text-books more closely toward their main object—elementary knowledge of the language in which they are written, coupled with useful instruction in common things,—he would largely substitute familiar for foreign subjects, and in examinations he would avoid testing a boy's capacity to retain and repeat what cannot yet be of use to him.

5 His Excellency is not unmindful of the exertions which at various times and in different Provinces have already been made to supply the demand for proper school books in India, and to deal with the difficulties that underlie the salient points here only touched upon. The Madras School Book Society not only did much in this field up to 1864, but afterwards projected a scheme for providing a vernacular literature to educated adults. Mr H S. Reid, while Director of Public Instruction in the North-Western Provinces, did a great deal, with his coadjutors, toward the editing and arrangement of school books, and the services rendered to education by Mr J. L Murdoch, LL. D., are known to the Supreme Government. The question has been kept in view by other Administrations, and the Lieutenant-Governor of the Punjab, in his review of the educational report for 1871-72, desired most careful attention to improvement of the existing text-books, observing that improvement was very much needed. His Excellency in Council, however, considers that more general revision of the books used in all the courses of public teaching is still expedient, and in some respects even necessary.

6. For this purpose it has been determined that all Local Governments and Administrations shall be requested to appoint committees to examine and report upon the class books that are now prescribed in all those schools which receive any

formal support from the State, in order to discover defects either in form or substance, and adapt more carefully the course of authorized reading to the general educational policy. Whether prizes might not be offered for sound and suitable elementary school books if such are found to be wanting is a suggestion which the committees will no doubt consider in its place.

7. A report upon the conclusions adopted by these committees, and upon the steps thereupon taken, should be submitted hereafter to His Excellency in Council.

ORDER.—Ordered that a copy of the above resolution be forwarded to all Local Governments and Administrations.

(True Extract.)

A. C. LYALL,
Secretary to the Govt. of India.

APPENDIX XIII.

Resolution of the Home Department appointing a General Committee to be assembled at Simla for the revision of text-books.

Extract from the Proceedings of the Government of India in the Home Department (Education),—No. 101, under date Simla, the 23rd April 1877.

READ—

Home Department Resolution Nos. 143 to 152, dated 29th March 1873, regarding the proposed revision of text-books now used in Government schools.

Read also—

The following letters containing reports of local committees on the production of improved text-books:

From Chief Commissioner, Oudh, No. 3619, dated 28th July 1873.

From Resident at Hyderabad No. 121, dated 20th November 1873.

From Government of the Punjab No. 4616½, dated 3rd December 1873.

From Government of Bombay No. 296, dated 13th March 1874.

From Government of the North-Western Provinces No. 395 A, dated 28th April 1874.

From Chief Commissioner, Mysore, No. 814—6, dated 2nd May 1874.

From Government of Bengal No. 2418, dated 27th July 1874

From Government of Madras No. 339, dated 3rd October 1874.

From Chief Commissioner, Central Provinces, No. 4095—174, dated 11th December 1874.

From Chief Commissioner, British Burma, No. 67—67, dated 9th January 1875.

RESOLUTION.—Now that the reports of the provincial committees have been received, the Government of India consider that a small general committee should be summoned to meet at Simla in order—

(1) to consider the provincial reports in detail;

(2) to ascertain how far the reports have been locally carried into effect, with what success, and how far their operation may be usefully extended;

(3) to carry the enquiry further, with a view to the production of vernacular text-books in a form thoroughly comprehensible to the Native mind on such subjects as law, jurisprudence, the principles of evidence, and other similar departments of an educational course adapted for the training of aspirants to official employment or public life under Government; and

(4) to report to the Government of India how the various measures recommended may be best worked up into an harmonious whole which, when approved, may be prescribed for general observance.

2. The general committee will consist of a President, a Secretary, and Members selected as representatives of the larger educational departments in the several Provinces. Each of the Governments of Madras, Bombay, Bengal, the North-Western Provinces and the Punjab will be required to send one representative. As most Indian colleges are closed from the 15th May to the 15th June, there will be no difficulty in collecting at Simla, between those dates, educational officers from the above-mentioned Provinces, at no greater cost than is involved in paying their travelling expenses to and fro. All the subjects to be discussed should be disposed of within the time thus given for united deliberation; and the conclusions arrived at can afterwards, if necessary, be put together in the form of a report, and submitted to the Government of India before the end of the hot weather.

8. The Honourable Sir E. C. Bayley has consented to act as President of the Committee, and Mr. E. Lethbridge, with the permission of the Bengal Government, is appointed to be Secretary.

No. 4—102.

COPY forwarded to the Government of Bengal with the request that Mr. C. H. Tawney, Principal of the Presidency College, Calcutta, may be, with the consent of the Lieutenant-Governor, deputed as representative from Bengal.

No. 4—103.

COPY forwarded to the Government of Bombay with the request that Mr. R. G. Oxenham, Principal of the Deccan College, Poona, may be, with the consent of the Governor in Council, deputed as representative of the Bombay Presidency.

No. 4—104.

COPY forwarded to the Government of Madras with the request that Mr. E. Thompson, Principal of the Madras Presidency College, or, should he not be available, Mr. W. Porter, may be, with the consent of the Governor in Council, deputed as representative of the Madras Government.

No. 4—105.

COPY forwarded to the Government of the North-Western Provinces with the request that Mr. Griffith, Principal of the Benares College, or, should he not be available, Mr. A. E. Gough, Professor, Benares College, may be, with the consent of the Lieutenant-Governor, deputed to serve on the committee.

No. 4—106.

COPY forwarded to the Government of the Punjab with the request that, with the consent of the Lieutenant-Governor, Dr. G. W. Leitner may be deputed to serve on the committee.

(True Extract.)

ARTHUR HOWELL,
Offg. Secretary to the Govt. of India.

Home Dept. Press—No. 27—38-2-76—275